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ABSTRACT

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. This document is a self-instructional text with audiotape and panel book sections. EM 010 435 and EM 010 436 are the second and third documents of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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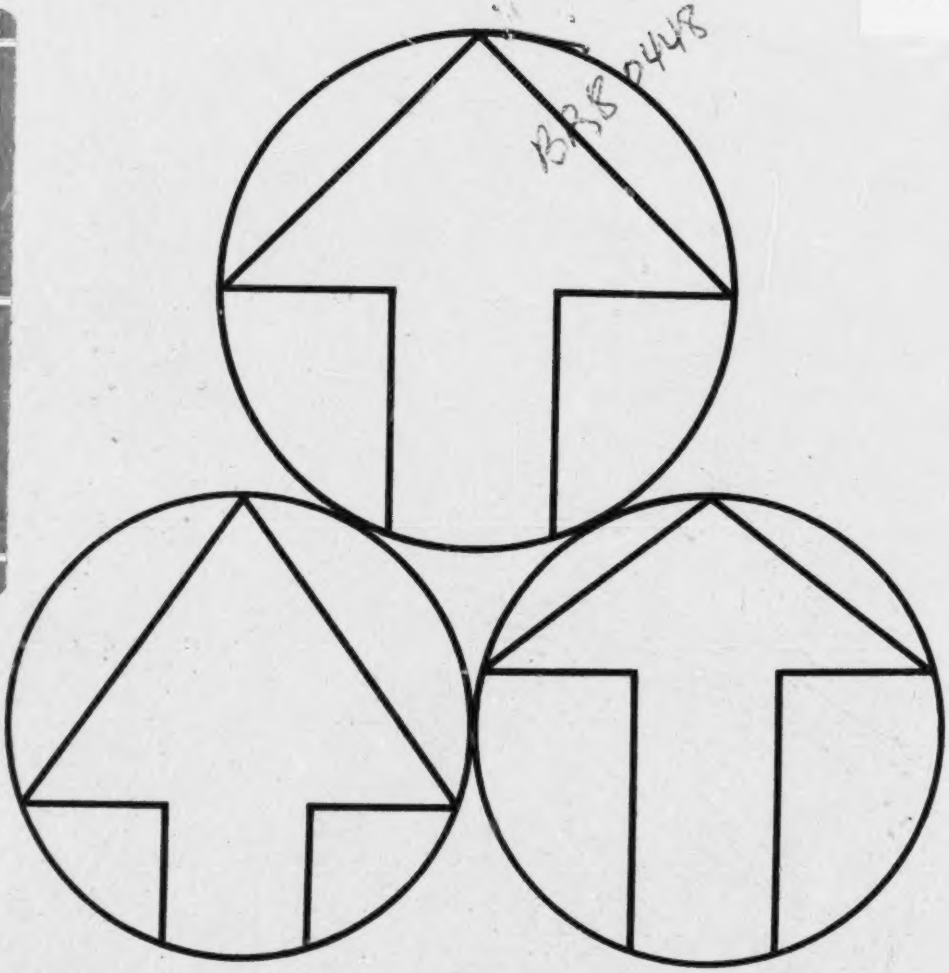

Introduction To Psychology And Leadership

Volume VII-A

Leadership Behavior And Style

EM 010 434

ED 071292

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segments I, II, III, IV, & V

Volume VII-A

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WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment I
Leadership Behavior

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

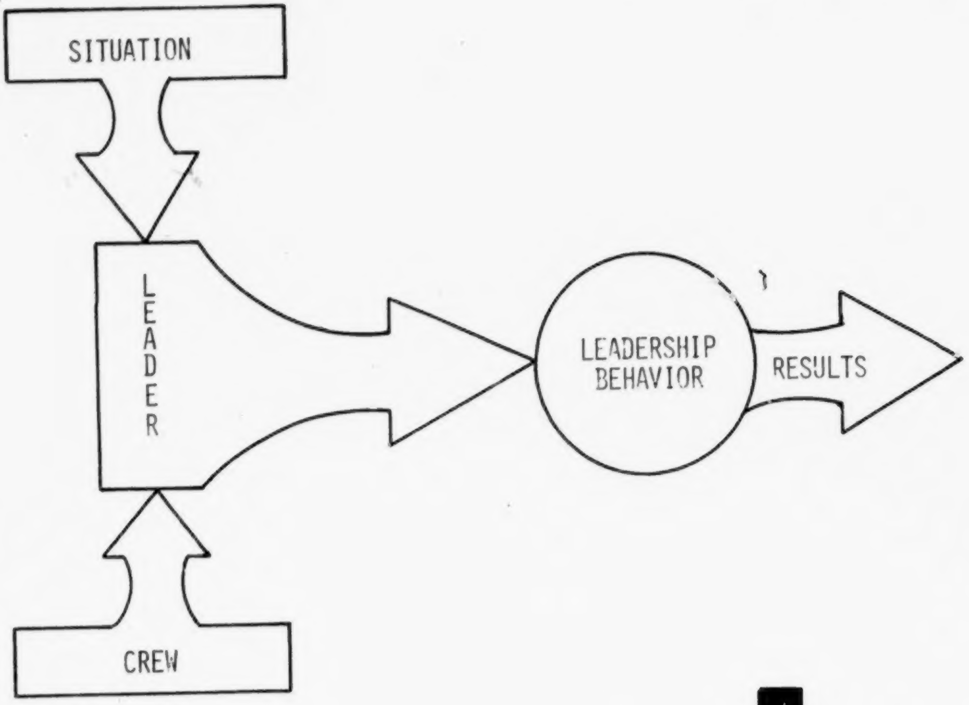
FOREWORD

> *"The commander must try, above all*
> *to establish personal and comradely*
> *contact with his men, but without*
> *giving away an inch of his authority."*
>
> *Erwin Rommel*

Every person in authority must consider certain requisites of leadership behavior. In Part Seven we study from several angles how a leader should carry out the leader's role. He must always be aware of his own behavior and of how that behavior affects the behavior of others.

LEADERSHIP BEHAVIOR

Item 1.


SITUATION
LEADER
CREW
LEADERSHIP BEHAVIOR
RESULTS

Question 1.

A Submarine Captain calls his crew together on deck before they cast off and, with obvious pleasure in his voice, informs them that their patrol will last 30 days and that they will transit submerged under the North Pole.

Which one of the following would most correctly be classified as the Captain's behavior.

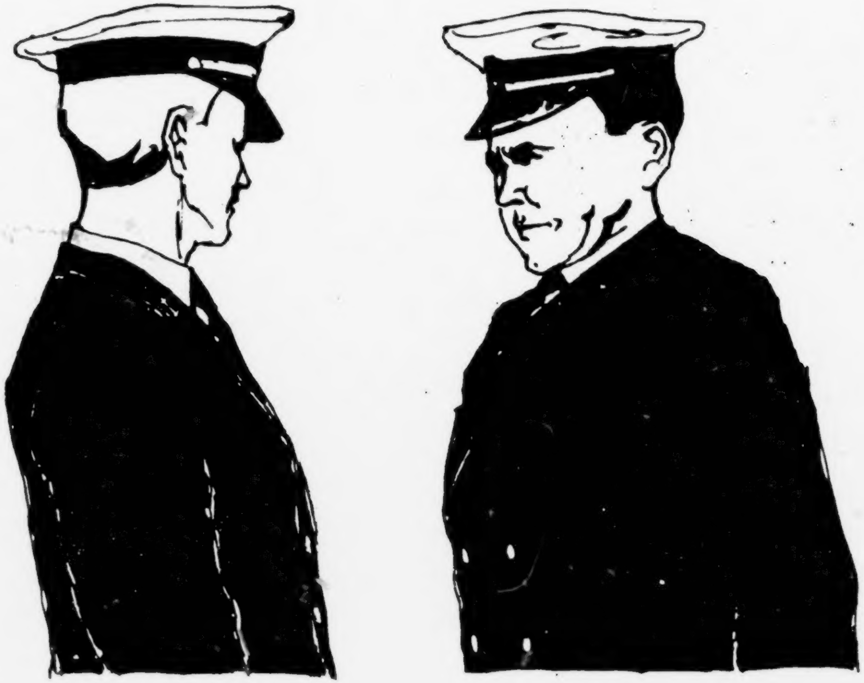
a. The way he went about telling the crew about the voyage.

b. The informality he used informing the crew.

c. The specific act of telling the crew about the voyage.

d. The pleasant style he used in informing the crew.

Item 2.



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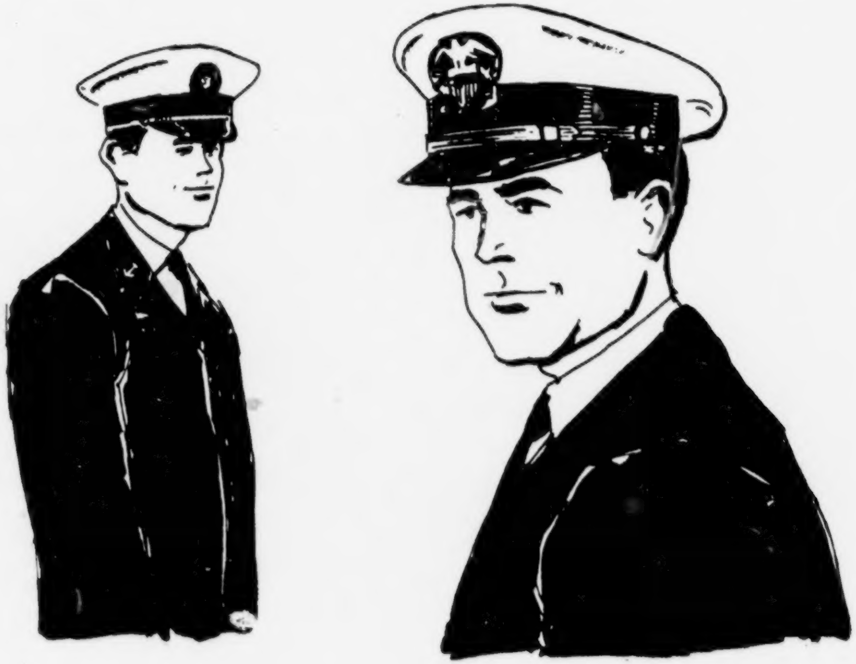


Question 2.

Which correctly states the definition of the term "role"?

a. All roles are defined by Navy Regulations.

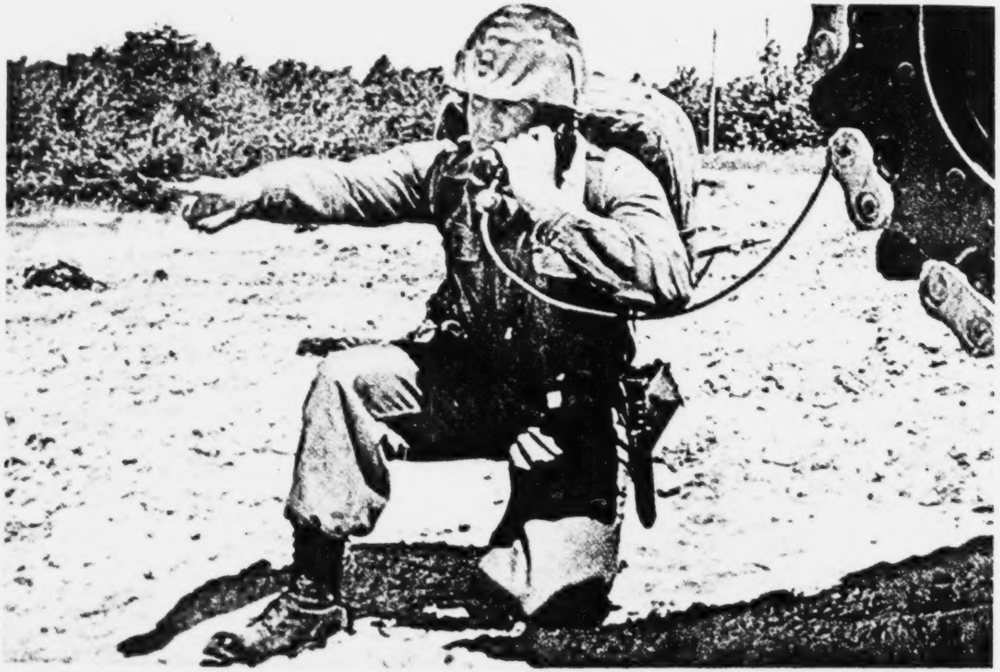
b. Role is the expected behavior of a person occupying a specific status position.

c. Role is the status position which an individual must fulfill to become a leader.

d. None of the above

Item 4.

Item 5.



Question 3.

Which one of the following is valid concerning the role of a division officer?

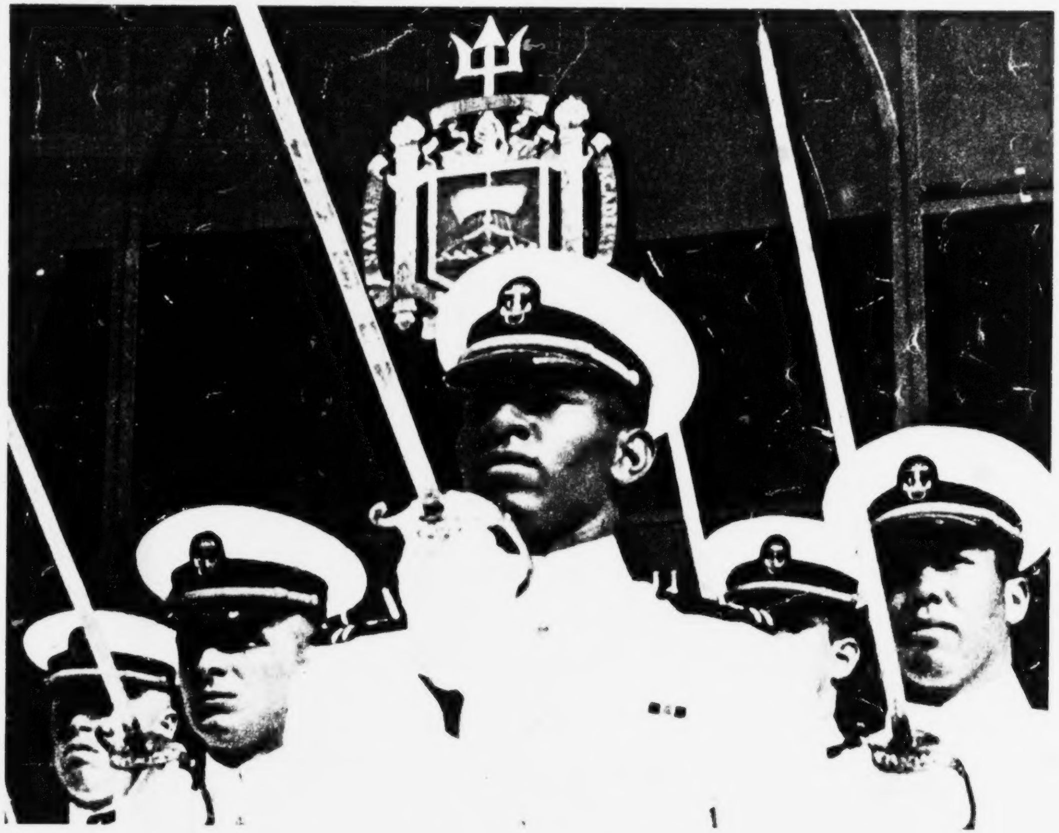
a. The more status positions occupied by a division officer, the more accepted he will be by his subordinates.

b. A division officer is more accepted as a leader by his subordinates if he has a high position status.

c. A division officer is more accepted in his role if his actual behavior is congruent with what others expect of him.

d. All of the above

Item 6.


NAVAL ACADEMY

Question 4.

A new ENS reports aboard his first ship. In his initial meeting with the Captain, the usual courtesies are exchanged. In his first meeting with the Executive Officer, the Executive Officer expresses hope that the ENS will adjust quickly to "fit in" with the ship.

Which one of the following best represents organizational role behavior on the part of the Executive Officer?

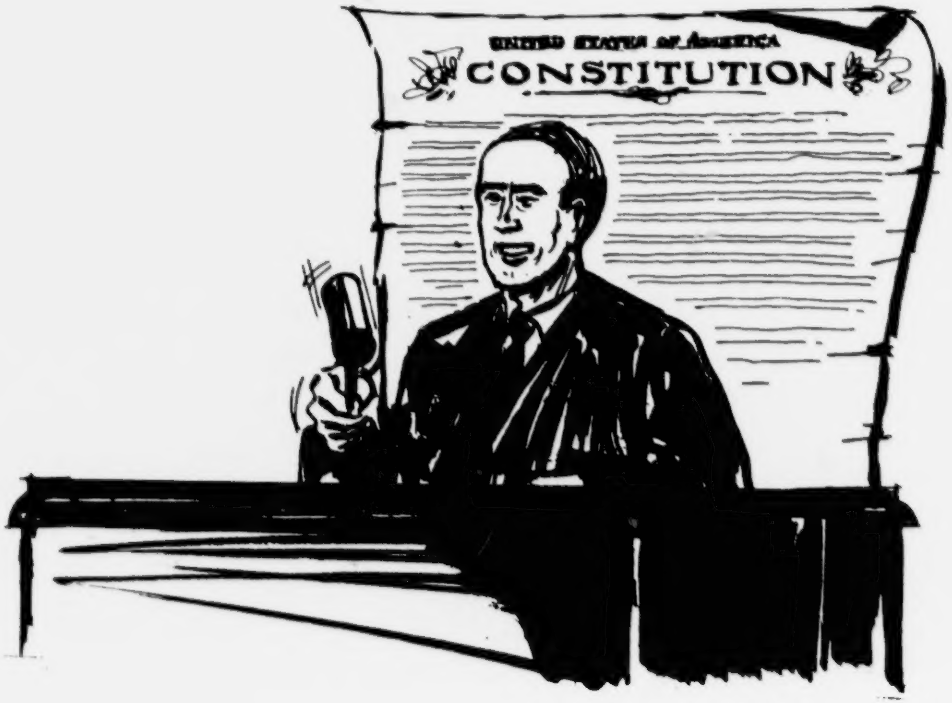
a. He wanted to get the ENS squared away as to who really represents the organization.

b. He wanted the ENS to quickly identify with the ship, adopting her customs, rules, general character, and personality.

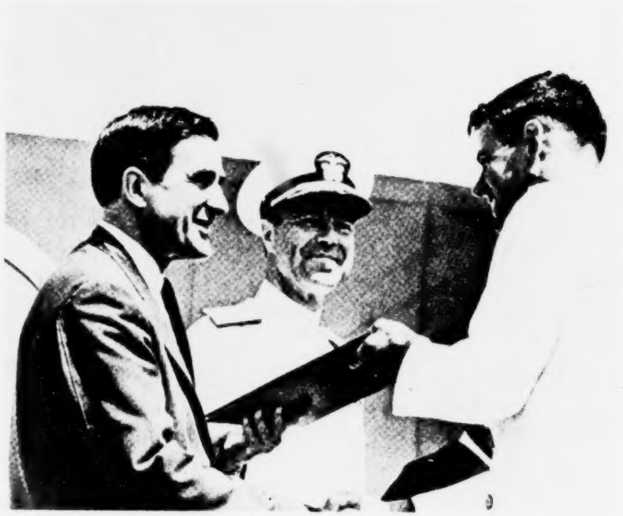
c. He wanted to impress the ENS with the Executive Officer's status within the organization.

d. He wanted the ENS to get to work immediately.

Item 7.


UNITED STATES OF AMERICA
CONSTITUTION

Item 8.



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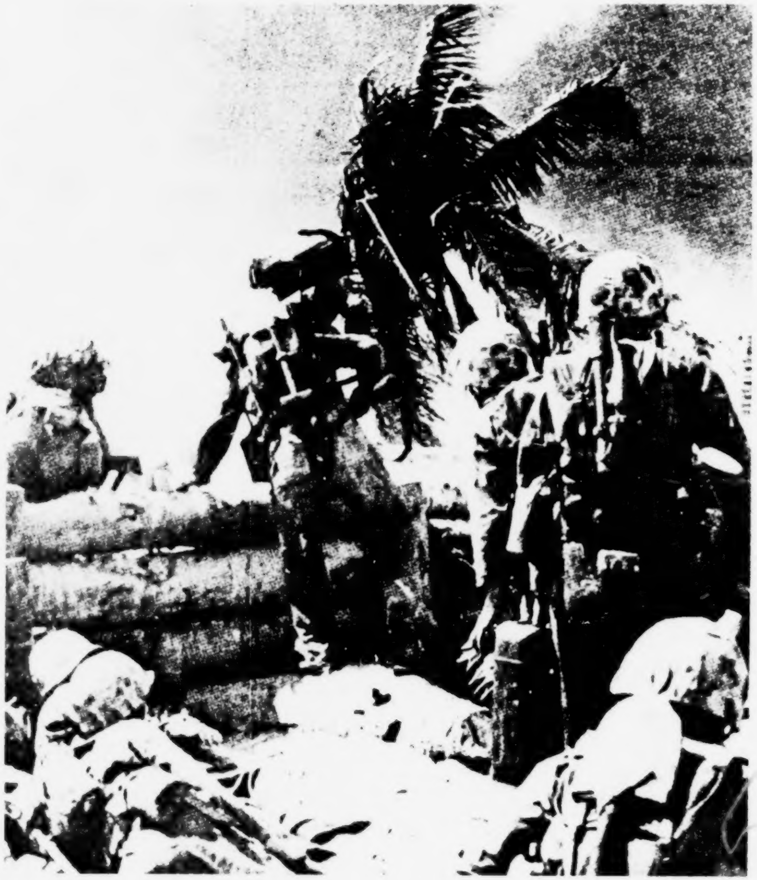


Question 5.

A military leader is faced with a dual responsibility of accomplishing his mission and looking out for the welfare of his men.

Which one of the following best describes this situation?

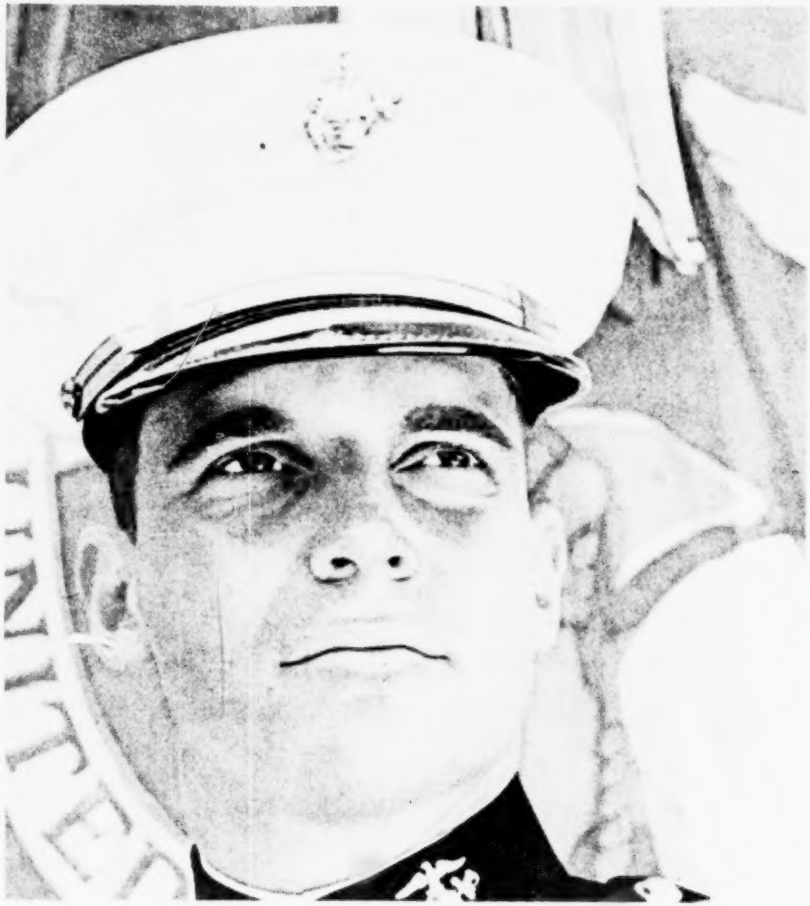
a. Accomplishment of mission and consideration for welfare are coincidental.

b. Accomplishment of a mission by any military leader is without regard for consideration of welfare.

c. Consideration of welfare, the priority consideration of any military leader, will bring about accomplishment of mission.

d. Accomplishment of mission and consideration for welfare often complement each other; but, the mission takes priority.

Item 10.



Question 6.

ENS Thatcher has taken over the G Division aboard a CVS. CWO Smith, a veteran of 26 years in the Navy, is the junior division officer.

Which one of the following states acceptable follower role behavior on the part of the CWO?

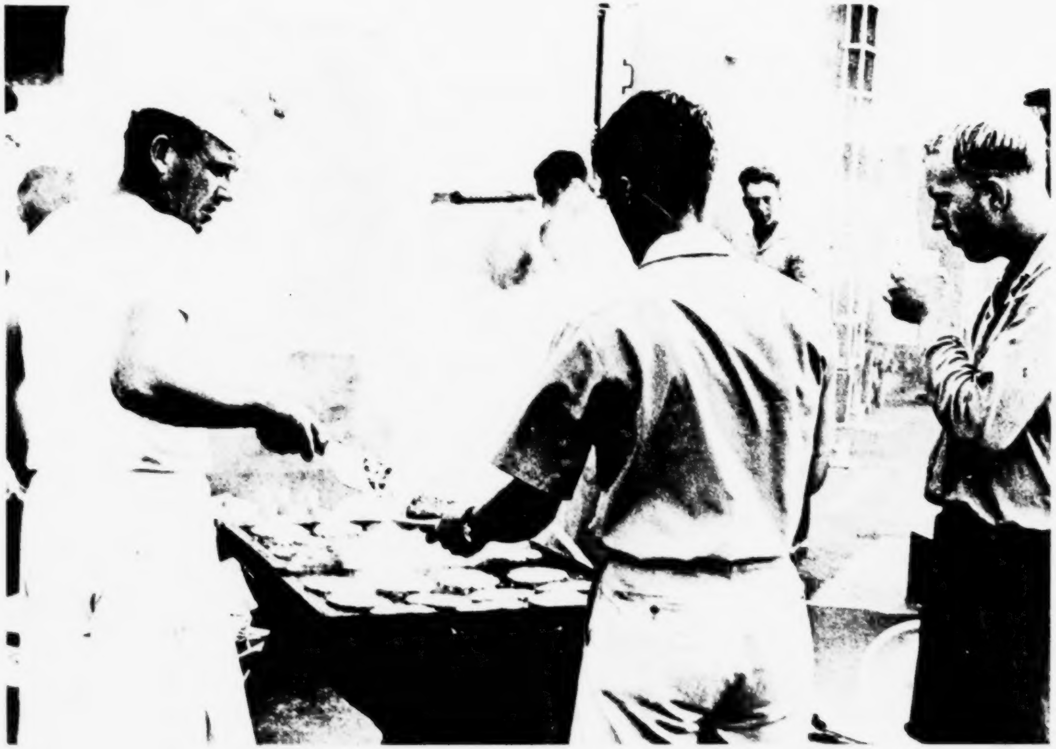
a. CWO Smith should teach ENS Thatcher how to adhere to the role behavior expected by his superiors since he has so much more practical experience.

b. CWO Smith should tell ENS Thatcher that they should split the division duties until ENS Thatcher catches on.

c. CWO Smith must adhere to the role behavior expected of him by ENS Thatcher.

d. All of the above

Item 11.



Question 7.

Which one of the following represents acceptable leader role behavior on the part of ENS Thatcher (who is taking over G Division aboard a CVS with a CWO for a junior division officer)?

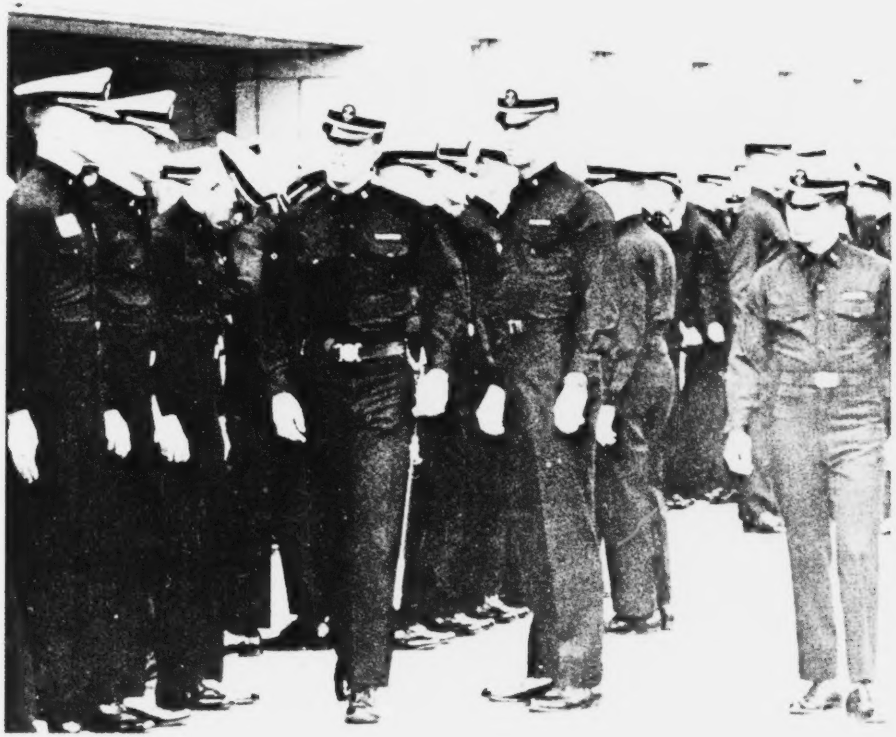
a. ENS Thatcher should step in and assert his authority in an attempt to keep the men from influencing his behavior.

b. ENS Thatcher should watch CWO Smith run the division, learn what to do, and discuss with CWO Smith the best methods of handling the problem.

c. ENS Thatcher should discuss the problems of the division with CWO Smith, show concern for the needs of the men, and accept the fact that CWO Smith and others will influence his behavior.

d. None of the above

Item 12.



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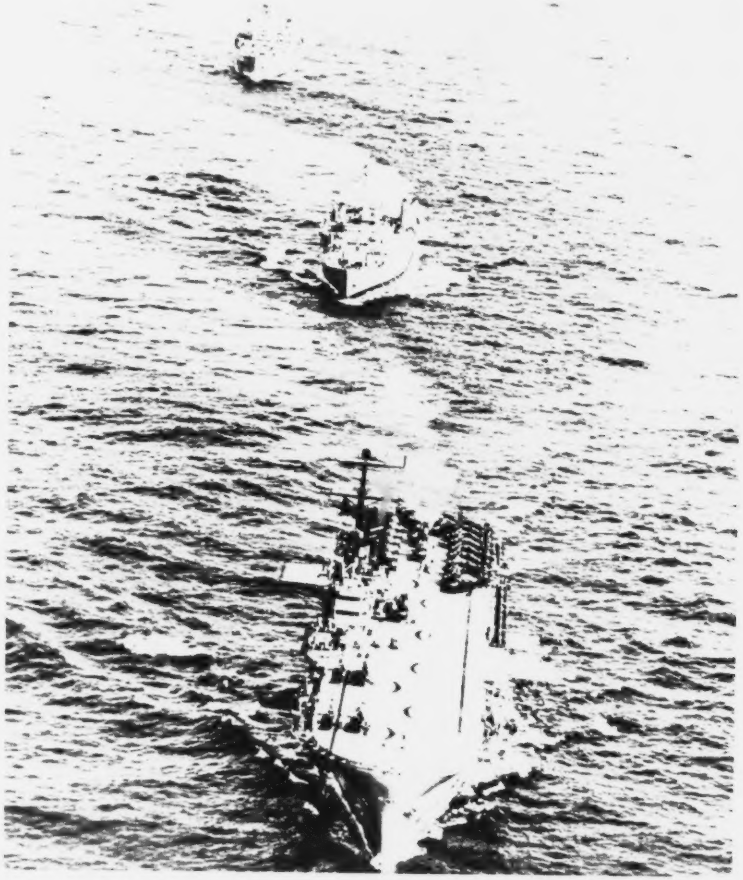

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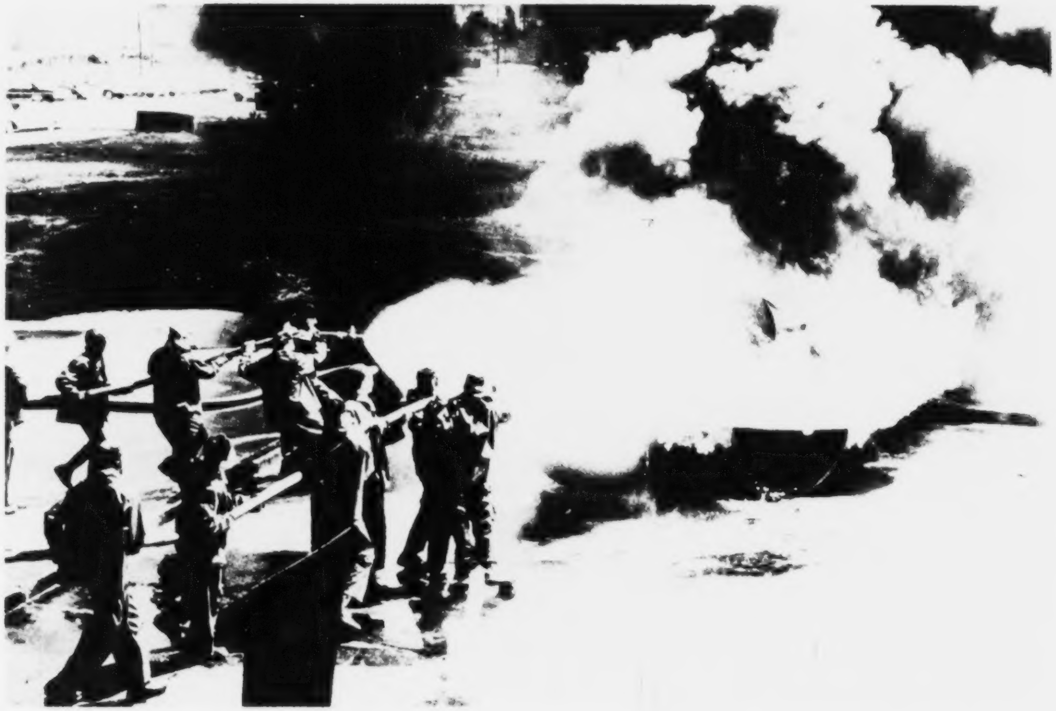
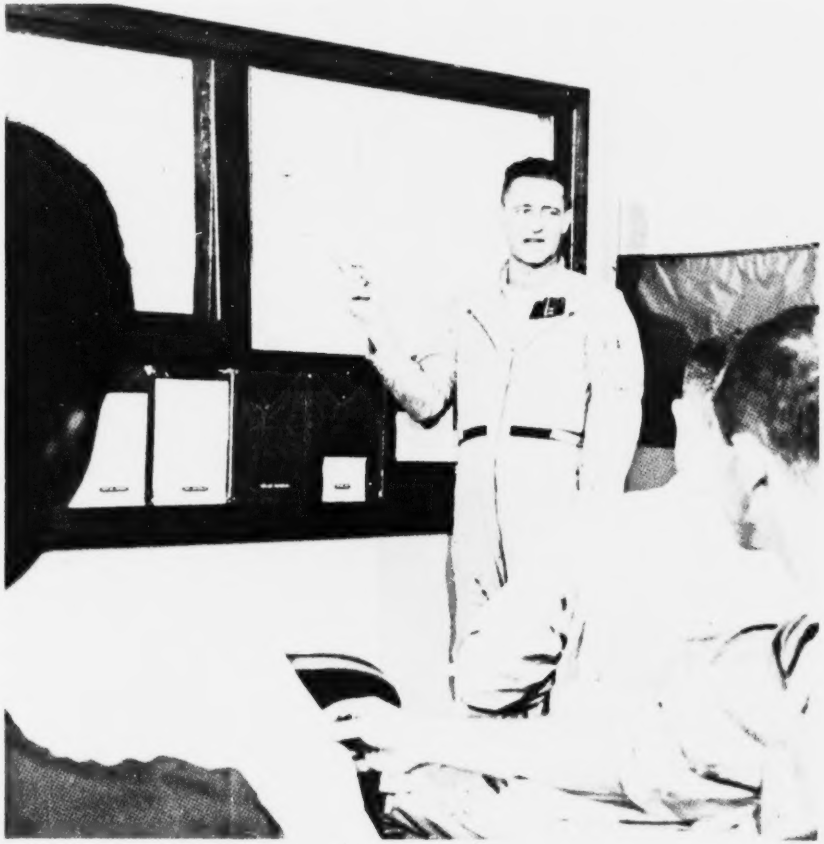


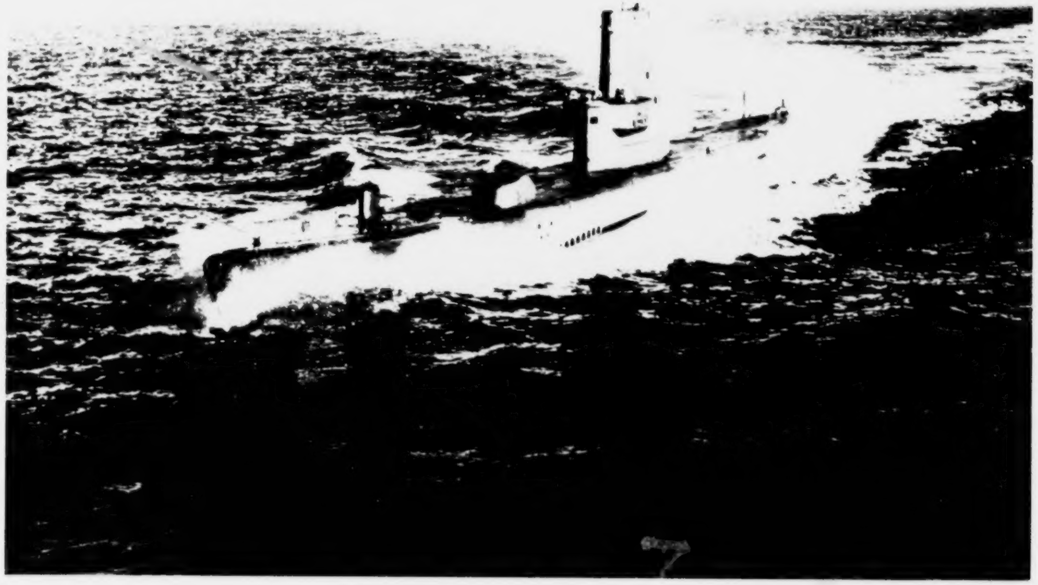
Item 15.

Item 16.



Item 17.

Item 18.



Question 8.

A group of officers from a CVA discuss the role expectations of a carrier Commanding Officer.

Which one of the following statements best characterizes such role expectations?

a. A carrier Captain has a good service reputation as a person, a leader, and a Naval officer.

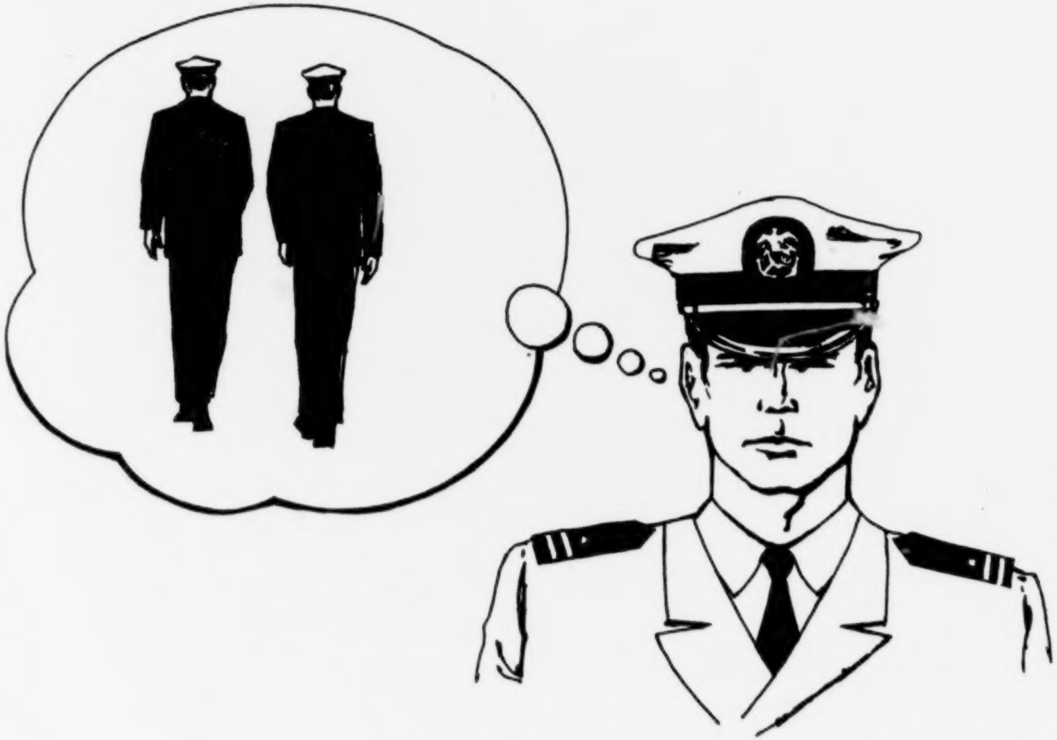
b. A carrier Captain is knowledgeable of all phases of naval operations.

c. A carrier Captain is an excellent pilot and a competent shiphandler.

d. All of the above

Item 19.

Item 20.



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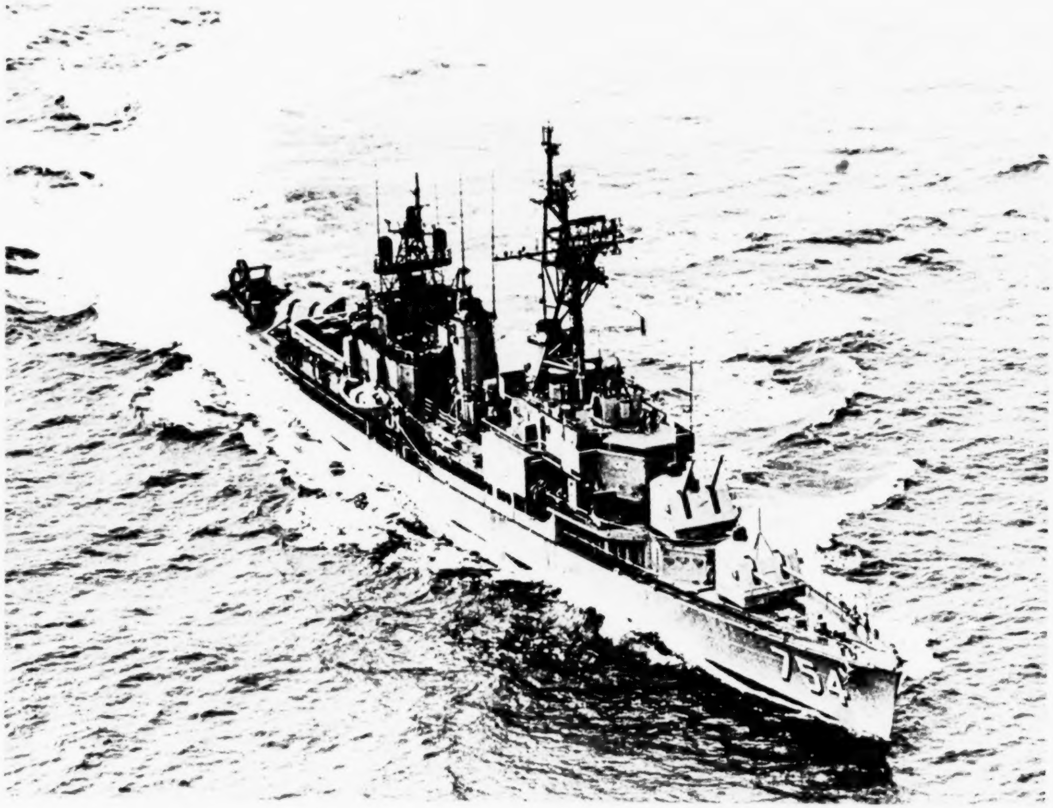


Question 9.

Which one of the following identifies the result that fulfilling role expectations has on a CO's relationships with his subordinates

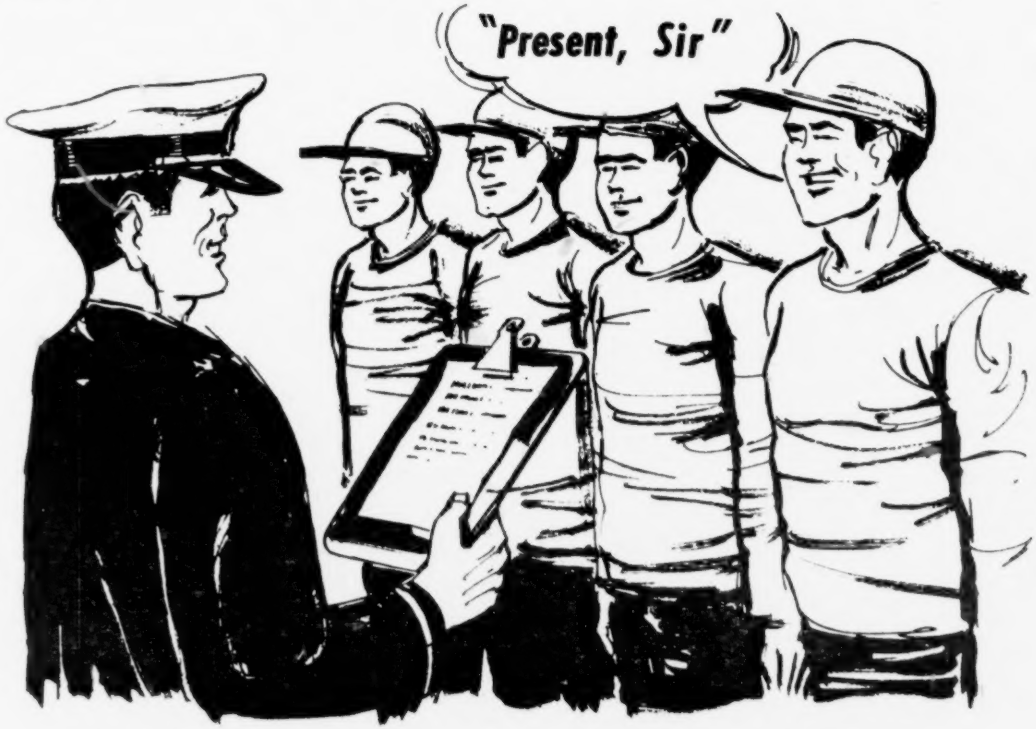
a. The fulfillment of role expectations is nothing supernatural. But it will help the new CO to maintain his lofty and necessarily aloof position.

b. The fulfillment of role expectations will help the new CO assume the father image for his subordinates.

c. The fulfillment of role expectations will let the new CO command in a more authoritarian manner in future situations.

d. The fulfillment of role expectations will permit other squadron personnel to anticipate the leader's behavior in certain situations, enabling himself and others to function as an integrated unit.

Item 22.


"Present, Sir"

Question 10.

Which one of the following best identifies the relationship between role expectations and the various status positions which the leader fills?

a. A given status position is matched with role expectations for that position. Role expectations never change.

b. The leader can only fill one status position at a time, and his behavior is cued to that position.

c. The leader occupies several status positions, but his behavior is dominated by one position at a time and the role expectations attached to it.

d. The leader's behavior will not likely change as he moves from one status position to another because his personality will remain the same.

Question 11.

What will be the most probable consequence if the squadron CO does not fulfill the role expectations of the squadron members?

a. The new CO will be called in by the Air Group Commander for this shortcoming in human relations.

b. In role strain situations, the CO will leave and the squadron Executive Officer will take over the squadron.

c. Role strain will occur and the CO will face a human relations problem with his subordinates.

d. The new CO will try to change the role expectations of his squadron so that he can do what he wants.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment I
Leadership Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

LEADERSHIP BEHAVIOR

PROGRESS CHECK

Question 1.

Select the combination which properly matches the three types of roles listed with the characteristics which pertain to each.

1) Organizational role
2) Institutional role
3) Follower role

a. Being influenced by superiors
b. Professional adherence to ideals and goals
c. Adopting manners, dress, and customs of a group
d. Accepting conflicting responsibilities
e. Developing personality traits similar to those of a group
f. Service to one's nation
g. Adopting role expected by superiors
h. Personal differences submerged

a. 1-c,e 2-b,d,f 3-a,g,h
b. 1-b,h 2-a,c,h 3-d,e,g
c. 1-b,c,g 2-d,e,h 3-a,d
d. 1-e,f 2-a,b,g 3-c,d,h

Question 2.

Select the statement which correctly describes the concept of leadership behavior.

a. The actions of a leader while issuing orders to subordinates

b. The specific acts in which a leader engages while directing or coordinating the work of his group

c. The behavior of a leader while planning the work he intends to assign his subordinates

d. The acts of a leader while checking the extent to which a subordinate has carried out the orders he was given

Question 3.

Select the correct definition of the term "role."

a. Behavior that others expect of a particular person endowed with a specific status

b. Behavior that has not been predicted by other members of the group

c. Behavior which follows a specific pattern, but which is unrelated to any specific status position

d. Behavior which is unique to the individual, and which makes a pattern only in terms of that individual's personality

Question 4.

Select the description of behavior which represents follower role behavior.

a. ENS Probert's first assignment following graduation was as assistant to the Radar Officer of an aircraft carrier. Anxious to demonstrate his interest and capability, he undertook an in-depth study and analysis of the radar maintenance schedule recently worked out in detail by the Radar Officer. Although he had not been ordered to make such an analysis, he submitted his lengthy written critique of the maintenance schedule to the Radar Officer.

b. Upon learning that his assignment was to be under CDR Brilliot, who had achieved considerable recognition for his articles on the history of mine warfare in the Naval Institute Proceedings, ENS McCullough proceeded to read those articles, plus several other references on the subject, as a means of getting acquainted with the point of view and interests of his new superior.

c. Both of the above

d. None of the above

Question 5.

Identify the statement which correctly characterizes role expectations.

a. Role expectations are derived from the general character and personality of an individual, as perceived by those persons sharing in the interaction.

b. The role expectations which are attached to a certain position, such as that of Captain of a ship, are usually developed independently of the status related to that position.

c. Role expectations attach to a position and are largely a result of the status of that position.

d. Role expectations are usually generated by all who share an interaction, after which they never change.

Question 6.

ENS Hall took command of a small group of seamen who were undergoing special training at a small college, prior to shipping out. After training they would continue under his leadership. For six weeks, ENS Hall and his crew lived together in a dormitory and attended classes together, studying the operation of a secret special-mission electronic device. To avoid attracting too much attention to their mission, they all dressed and acted as much as they could like other students. They ate together and shared recreational activities such as ball games and checker sessions. The crew took a very relaxed attitude toward the ensign, stopped saluting, and discontinued calling him "Sir." However, the ensign was pleased to note that the moment they all returned to shipboard life, his crew immediately reverted to full military courtesy and stopped inviting him to share their recreation.

Which of the following principles does the above incident illustrate?

a. Role behavior usually sets the pattern which establishes expectations.

b. Once the members of a group acquire a certain set of expectations regarding the role that a person occupying a certain position should play, they're not apt to change their minds at all.

c. The interactions between a leader and a group don't have much to do with any changes in the group's role expectations for his position.

d. Role expectations by others, when they are known, define appropriate and inappropriate behavior.

Question 7.

MIDN 4/c Vought got off to a bad start with his squad leader, MIDN 1/c Simpson, by requesting his first conference with Simpson on a day when Simpson was nearly overloaded with the tasks of completing a term paper and reviewing for a mathematics exam, all in one day. When Vought took an unnecessarily long time getting around to asking guidance that is very clearly spelled out in the Academy regulations, Simpson told him to get out and think for himself and stop bothering superiors unnecessarily.

A few weeks later, Vought became innocently embroiled with a local merchant, who tried to cover up an attempt to cheat Vought by falsely accusing Vought of trying to steal. Due to the merchant's hysterical protests to the Navy, plus threats to take the matter to the newspaper, the whole incident soon became very unsavory. When the Annapolis police contacted the Academy officials, the Academy was totally unprepared to respond because they had no knowledge of the affair. Vought had not reported the matter to his squad leader because he felt he had no one to turn to for help.

Which of the following principles does this incident illustrate?

a. An expectation, once established on the basis of mutual interaction, establishes a pattern for subsequent interactions; but once established, the expectation remains the same.

b. The expectations of a subordinate must necessarily be phrased in terms of prevailing regulations governing the leader and subordinate involved.

c. Guidance and counseling behavior should be considered apart from leadership situations since they don't involve issuing orders.

d. None of the above

Question 8.

Select the correct statement concerning the effects of role expectations.

a. A leader's behavior is never influenced by the expectations of others.

b. A leader learns to adjust his behavior to the needs of his group through a series of dynamic role strain situations.

c. Role expectations establish a model for the leader, providing him with a pattern to which he may adjust his own behavior.

d. Leader role expectation is a pattern of behavior which matches the expectations of the group being led.

Question 9.

Select the statement which correctly identifies the effect which fulfilling role expectations has on a leader's relationship with others.

a. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a dynamic, unpredictable element of the group, and hence someone to respect.

b. By fulfilling the role expectations held by his subordinates, a leader enhances his organizational role since his knowledge of their expectations cues him as to which behavior is most appropriate at a given moment.

c. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a predictable element and a popular favorite, able to influence his subordinates to more effective performance.

d. Both b and c above

Question 10.

Select the statement which correctly identifies the relationship between role expectations and status positions.

a. The expectations of others will normally have no effect on the manner in which a leader adapts to any particular status position.

b. At any given moment, one particular status position usually dominates a leader's behaviorial decisions; however, making such decisions in terms of the role expectations of others is not apt to bolster his status.

c. The dynamics of role expectations are the force behind the changes in a leader's status position from time to time.

d. Of the many status positions he can hold, one usually dominates a leader's activities at any one time, and he can use the role expectations of other persons as a guide in forming the behavior most appropriate for the specific status position he holds.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT I

REMEDIATION TEXT Audio Script - Volume VII-A

ITEM	ANSWER	REMEDIATION REFERENCE
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2	b	Pages 1-2
3	a	Pages 2-4
4	b	Pages 6-7
5	c	Pages 11-13
6	d	Pages 10-14
7	d	Pages 11-14
8	c	Page 13
9	b	Pages 14-15
10	d	Pages 12-15
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment I
Leadership Behavior

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PART SEVEN
SEGMENT I

LEADERSHIP BEHAVIOR

In this part of the course you will learn how a leader's behavior is influenced by his own personality... by the nature of his follower group, and by the peculiarities of the situation. (Pause)

Now look at Item 1.

You know that individuals differ in many traits. No two of your Academy instructors are exactly alike. As you report for duty in the fleet, you will find commanding officers who behave differently, even though the situation (e.g., maintaining a DD in top battle readiness condition), and the follower group (i.e., the crew) may appear to be very similar. What do we mean by the concept of leadership behavior? It simply means what the leader does. While coordinating the work of his subordinates, the Commanding Officer of a destroyer carries out specific acts which are referred to as his behavior.

Throughout this part, we shall be concerned with how a leader's behavior will change depending on conditions. (Pause)

Now look at Item 2.

To clarify this point, consider how your behavior as a midshipman is apt to change as you shift from talking to a "plebe" to talking to an officer. (Pause)

Now look at Item 3.

The conditions change, so your behavior changes. This brings us to a new term--that of role. You have developed an image of the expected behavior of a squad leader. Similarly, you have concepts of what is expected behavior for a variety of positions (e.g., OOD, battalion commander, etc.) The expected behavior of a person occupying a specific status position is called a role.

In your activities as a second class midshipman at the Naval Academy, you play a variety of roles. (Pause)

Now look at Item 4.

You are both leader and follower. In the eyes of the plebes, you are a leader, and they expect you to behave in that capacity. From the viewpoint of first classmen, you are subordinate to them and they expect your behavior to be that of a follower. To your professors, your role is that of a student, and they judge you according to your academic behavior. Some roles are easier for you than others. The point is that all of us play different roles, and that these roles represent our expected behavior in view of the position we occupy. The closer one's behavior comes to that which others expect of him, the better others accept him in that role. Once a person assumes a role and becomes proficient in it, his associates will accept him in that role. In the area of leadership, this same axiom applies. The more a leader's behavior corresponds to the behavior which his subordinates expect of him, the more these subordinates will accept him as a leader. His position status and his actual performance in the role are congruent. (Pause)

Now look at Item 5.

A Marine lieutenant taking over a platoon is expected by the platoon members to be professionally competent and in excellent physical condition. The sooner he demonstrates these capabilities to them, the more quickly he is accepted. A leader who fails to do the things expected of him will find that his subordinates will not think of him as a leader. (Pause)

Roles may be classified according to types. We shall examine four such types, namely, the organizational role, the institutional role, the follower role, and the leader role. (Pause)

Now look at Item 6.

You are familiar with the concept of organizational role from your experiences within the organization of the Brigade of Midshipmen. You have identification with the organization, a sense of belonging. This is true throughout the military, where the uniform itself serves to establish identity within the organization. There are special characteristics of this organizational role. For instance, membership implies that you accept the rules of the organization. When you took the oath of a midshipman, you officially accepted certain responsibilities and the customs, traditions, and regulations of the Naval Academy. Wearing a hat, not smoking except in authorized places, marching to regularly scheduled meals, not wearing Levis to classes are all part of the accepted customs, traditions and regulations at the Academy. Your identity as a midshipman demands that you adhere to these customs, traditions and regulations. To do otherwise would place you in conflict with your organization. (Pause)

Now look at Item 7.

Looking now to the second and broader type of role (institutional), we are concerned with what the organization does, that is, why it exists, what its mission or purpose is. Broadly speaking, institutional roles are usually professional in nature and center on the ideals and goals of the institution of which the leader's organization is a part. The attack aircraft carrier (CVA) serves as a deterrent to aggression by its ability to launch aerial attacks, or it becomes an active combatant in times of war. The ballistic missile submarine (SSBN) exists to serve as a deterrent against an all-out war, and is of great importance in shaping the current national defense policy. (Pause)

Now look at Item 8.

Military leaders of all the services, as is inherent in their oath of acceptance of their commission, assume responsibility for an important institutional role. An integral part of the oath, "To protect and defend the Constitution of the United States from all enemies, foreign and domestic" establishes that military leaders serve the United States, uphold democracy, and provide for the national defense. In their institutional roles, all military leaders are faced with the dual responsibility for accomplishing the assigned mission and, at the same time, looking out for the welfare of their men. There are occasions when the two responsibilities may be in conflict. In such situations, the military leader must realize that his primary responsibility must be to mission accomplishment. (Pause)

Now look at Item 9.

A case in point would be the defense of Wake Island in World War II. LT COL Devereaux was entrusted with the defense of the island. Instead of surrendering when it became obvious that the enemy was going to make a maximum effort to capture the island, he resisted until he was out of ammunition and then continued to resist with hand-to-hand combat. His defense force sustained heavy casualties and those who survived were captured. Regardless of the consequences to his men and himself, however, he never lost sight of his mission to defend the island. (Pause)

The follower role is the next major role category to consider. Most people in the military are followers in the sense that they carry out orders from superiors. Leaders, too, must play follower roles. While the Commanding Officer of a major combatant ship is indeed a leader, he receives his orders from a higher authority (who views him in the follower role). Even admirals become followers in their roles as subordinates to the upper echelons of the Navy or to the Office of the Secretary of Defense.

Now look at Item 10.

In your military careers, you will serve under a variety of leaders. No two will be exactly alike. Whether it be your department head, your Executive Officer, or your Commanding Officer, one thing is sure--you will be serving under many different leaders. Your ability to perceive your senior's personality accurately, and to adjust to the change in personalities as your seniors change, will go a long way in making your career successful. The important point here is that an effective leader has learned to be a good follower. (Pause)

Now, we shall discuss the leader role itself. (Pause)

You don't expect to see the Admiral performing a duty which is more befitting a commander (that is, commanding a submarine or a squadron of aircraft). (Pause)

Now look at Item 11.

Likewise, you don't expect to see a petty officer performing duties which are normally done by non-rated personnel (for example, assigned mess duty). Subordinates expect certain behavior from their leaders, and will be inclined to lose respect for their leaders if they fail to meet this level of expectation. If a leader is unable to satisfy the needs of his subordinates (followers), as they expect him to, the leader's acceptance by his subordinates will suffer. The Captain who can handle his ship under adverse conditions and who displays confidence in his actions does meet the needs of his subordinates. On the other hand, the Captain who lacks confidence in his crew (a trait which is easily detected) will find that his subordinates will lose their respect for him. (Pause)

The leader's personality exerts a profound influence on the leadership behavior of his lower level leaders. (Pause)

Now look at Item 12.

When a midshipman platoon leader is a firm believer in counseling, this very fact will encourage his squad leaders to employ counseling in situations where, under a different platoon leader, they might have followed a harder line or might have ignored a problem, hoping that it would solve itself. Another instance in which the leader's actions affected the leadership behavior of his subordinates is apparent in the following case. (Pause)

Now look at Item 13.

The First Lieutenant aboard an LPH was a laissez-faire type leader who was permissive to the point of negligence. His subordinates heartily disliked working under him because he was so non-committal that he wouldn't make a decision. His division officers went their own way, bickered among themselves and were divisive. Efficiency suffered because the division officers emulated their department head's behavior.

The morale of the unit deteriorated steadily and the situation became explosive. This state of affairs could be directly attributed to the lack of leadership at the top. (Pause)

Studies, including many sponsored by the military services, have been conducted to determine appropriate and effective behavior and styles for a leader. The Army, through the Human Resources Research Organization, has attempted to examine the roots of effective leadership in Army units. (Pause)

In a study in an operational unit, subordinates rated their leaders on certain leadership behaviors. The ratings were then analyzed and a comparison made of the ratings between the leaders consistently rated high and those rated low. (Pause)

Now look at Item 14.

The same study was later repeated in a training unit. Although many of the ratings were highly correlated between the studies, differences were noted in the behavior expected of a leader (by those rating him) in an operational setting and in a training situation. The researchers concluded that such variations could be attributed to the difference between the operational and training situations of the two studies. (Pause)

This would also account for the difference in the leadership behavior of a good division officer in the combat operational setting off the coast of Vietnam, and his behavior with the same personnel when the ship is back at San Diego. (Pause)

Now look at Item 15.

The subordinates would also expect their leader to behave differently in such differing situations. More recently, under Navy sponsorship (1966), Hollander and Julian studied the attitude of subordinates toward a leader's attempts to exert influence. Their conclusion was that the group's willingness to be influenced depended on the leader's competence, his interest in participating in group activities, his interest in group members, and the source of his authority (elected or appointed). Fiedler introduced a theory of leadership effectiveness based upon a series of research studies sponsored by the Office of Naval Research. His textbook, A Theory of Leadership Effectiveness, attempts to take into account the leader's personality as well as the situational factors. (Pause)

Now look at Item 16.

His theory attempts to specify in more precise terms the conditions under which one type of leadership behavior will be more conducive to group effectiveness than another type. Perhaps a brief summary is appropriate at this time. We have been examining four different types of roles common to military situations. These are: the organizational role, the institutional role, the follower role, and the leader role. These cannot be treated as mutually exclusive situations, as there is considerable interaction between an organization per se, and the purpose for which the organization exists (institutional role). Similarly, leaders and followers are constantly in close association. A group influences its leader just as the leader influences the group. While subordinates respect the fact that a leader has responsibilities to the institution (accomplishment of mission), they also expect a leader to be concerned with their needs, and with the satisfaction of their personal goals. (Pause)

We have discussed types of roles. Now we shall consider some characteristics of role expectations. Roles, types of roles, and characteristics of role expectations all have influence on a leader's behavior. This leads to our first characteristic.

Now look at Item 17.

Expectations are not developed by one individual acting alone. Rather, they arise from a mutual interchange. The relationship established between a junior officer and his subordinate evolves from the interaction of the two men rather than from the action of just one of them. (Pause)

Second, expectations have their roots in tradition. (Pause)

When you hear the term "boatswain's mate" you immediately associate this with the oldest rate in the Navy. You would expect that anyone who is a boatswain's mate is very much a part of the old school of Navy tradition. Likewise, there are expectations in the position of Captain of a ship. You expect a Captain to be a strong personality, a lover of the sea, and confident in his own abilities as a mariner. Furthermore, expectations are dynamic. If conditions change, expectations can and will be modified. (Pause)

Now look at Item 18.

You would not have expected a submarine Captain of World War II days to be conversant on the subject of nuclear reactor power plants and their potential to the military. After all, the first self-sustaining chain reaction did not occur until 1942. Today, however, you would think it very strange if a submarine Captain could not talk intelligently about reactor efficiency.

The leader often fills several status positions at the same time (for example, he is both leader of his subordinates and a follower of his superiors). The failure to perceive properly the expectations associated with a status position leads to inappropriate behavior, and probably will result in conflict. If the occupant of a status position does not act the role properly, it does not matter whether this failure is one of basic inability or is a failure to perceive what others expect of him. The ensuing behavior is inappropriate and conflict results. (Pause)

Now look at Item 19.

For instance, the firstclassman selected to be the company commander is thrust into a senior-subordinate relationship with his classmates. He has enjoyed a peer relationship with others, and suddenly has to be a superior. If he doesn't alter his behavior, his newly subordinate classmates will lose respect for the authority of his office. If he does alter his behavior, he is faced with the problem of dealing with former peer associates as subordinates. In the example cited, it may be that some of his classmates will agree as to their expectations of the new company commander (i.e., he should be a company commander), while others might feel that the relationship hasn't changed, and that the new company commander should treat them as peers, not subordinates. With a polarization of expectations, the company commander's behavior is apt to be only partially appropriate. (Pause)

Now look at Item 20.

It should be clear that a leader's behavior is influenced greatly by the expectations of others. These expectations establish a model (role) for the leader, providing him with a pattern to which he may adjust his own behavior. Usually, in the military, subordinates will have similar expectations of what the leader's behavior should be. The sum total of expectations from others defines what is appropriate and what is inappropriate behavior. The problem for the leader is to be perceptive to these expectations. Again, in the military, the fact that traditions have been established, makes the identification of these expectations an easier task. It would be difficult for the junior officer who is serving as OOD to argue that he was unaware of what was expected of him, whether these expectations originated from above or from subordinates.

It should be noted here that established role expectations can occasionally present some difficulty for the leader Consider the officer assuming a new command and finding that very strong expectations already exist and force him to function and behave in a manner not of his choosing. He may find that he has to assume a particular style of leadership merely because the previous leader had set the pattern.

By satisfying the needs of both subordinates and seniors through the fulfillment of expectations (that is, appropriate behavior), the leader permits others to anticipate his behavior, making it easier for everyone to function as an integrated unit. (Pause)

Now look at Item 21.

The destroyer Captain who directs an effective ASW attack can build confidence in other members of the team. They will know what he is likely to do in future ASW attacks, and can be prepared accordingly. Successful team effort depends upon each member functioning in such a way that he instinctively knows what the others will do, and they in turn know what he will do. Thus, the leader enables his group to function as an integrated unit.

A leader's behavior is influenced by the expectations of others, but this behavior is dominated by expectation attached to one position at a time. (Pause)

Now look at Item 22.

When you, as a junior officer, are talking to your division at morning quarters for muster, your behavior is primarily influenced by the expectations from this group. As you change your position (that is, reporting to the Captain), your behavior is bound to be affected by the Captain's expectations. When the leader's behavior does not fit the pattern established by the expectations of others, role strain results. This gives rise to difficult problems in human relations. One of the many challenges facing you as a division officer will be to determine causes of role strain, that is, why behavior doesn't match expectations. (Pause)

This lesson has introduced you to the concept of leadership behavior, the influences which bear on a leader's behavior, and the importance of role expectations.

This is the end of Part Seven, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment II
Leadership Style

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops."*
>
> *John J. Pershing*

Different leaders having essentially identical roles attack their problems differently. Especially noticeable is the variation of style--the leader's relationship to his subordinates as he carries out his leader tasks. The approaches used by various leaders, or by the same leader in different situations, are sometimes shown graphically as a continuum: such presentations are illustrated and discussed in this segment. Styles of leadership, particularly military leadership, and their effect on subordinates' motivation and performance, are examined and compared.

LEADERSHIP STYLE

Question 1.

LT Musgrove directed his subordinates to prepare for a below-decks inspection. During the inspection he was particularly careful about allowing each man a chance to present his space and to explain any of the known deficiencies of that space.

Match the terms following the numbers 1 and 2, with the activities following the letters a. and b.

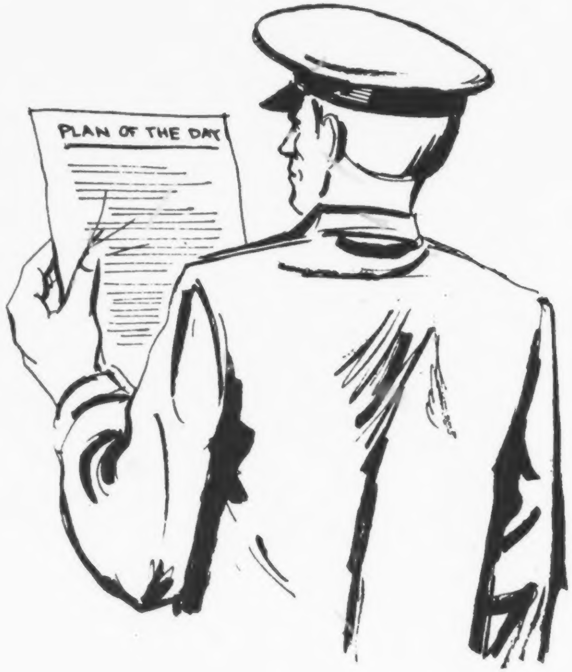
a. The actions he took in conducting the inspection (how he did it)

b. The actual inspection (what he did)

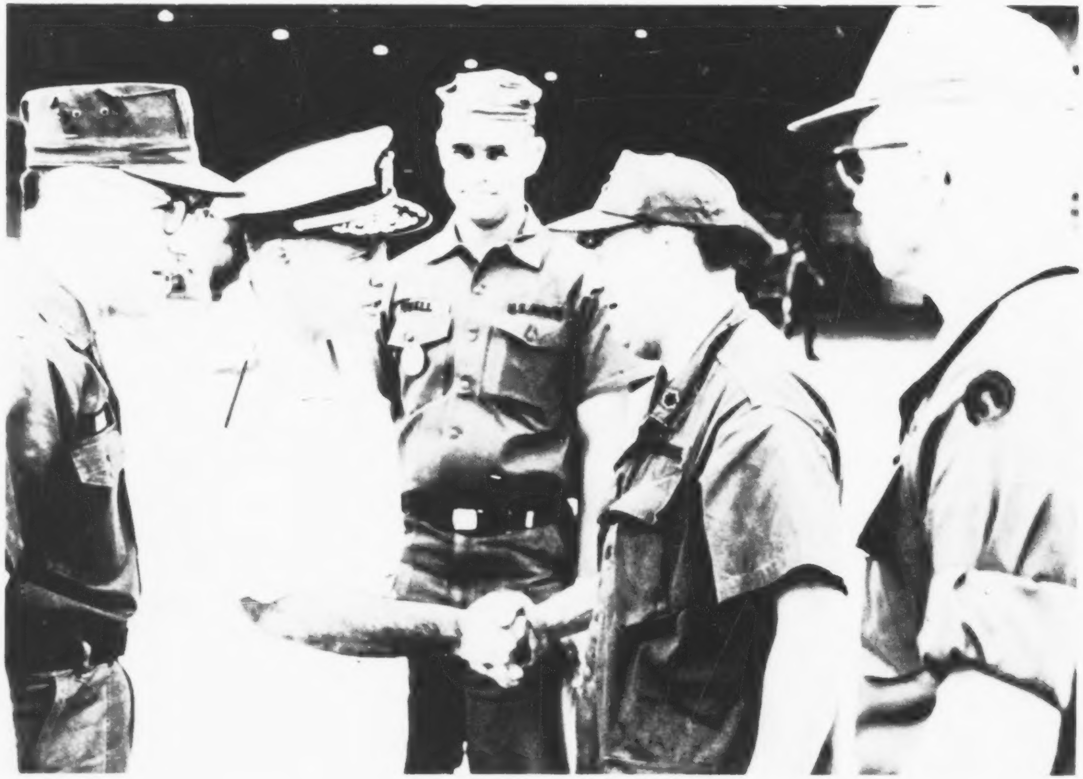
1) Represents LT Musgrove's leadership behavior

2) Represents LT Musgrove's leadership style

Item 1.


PLAN OF THE DAY

Item 2.



Question 2.

Which refers to how a leader goes about fulfilling his responsibilities?

a. Leadership style

b. Leader's need structure

c. Leadership behavior

d. None of the above

Question 3.

Which one of the following statements correctly describes the relationship of the need-structure of the leader to his leadership style?

a. As his leadership style changes, his need-structure changes.

b. As the leadership situation changes, his need-structure changes, but his leadership style remains constant.

c. His leadership style changes according to the situation, but his need-structure remains constant.

d. As conditions change, his need-structure and leadership style remain constant.

Item 3.

RELATIONSHIP-ORIENTED LEADERSHIP IS:

1. DEMOCRATIC
2. EQUALITARIAN
3. PERMISSIVE
4. CONSIDERATE
5. GROUP-ORIENTED

Question 4.

Which one of the following statements best exemplifies a relationship-oriented leader?

a. The leader initiates the structure.

b. The leader strongly supports institutional goals.

c. The leader shows consideration for his subordinates.

d. The leader thinks mostly of mission accomplishment.

Item 4.

TASK-ORIENTED LEADERSHIP IS:

1. AUTOCRATIC
2. TASK-ORIENTED
3. INITIATING

Question 5.

Which one of the following statements best exemplifies the task-oriented leader?

a. The leader shows consideration for subordinates.

b. The leader views institutional goals as being very important.

c. The leader shares decisionmaking with his men.

d. The leader enjoys interpersonal relationships.

Question 6.

Which one of the following statements correctly compares task-oriented style and relationship-oriented style?

a. The two styles are diametrically opposite and incompatible with each other.

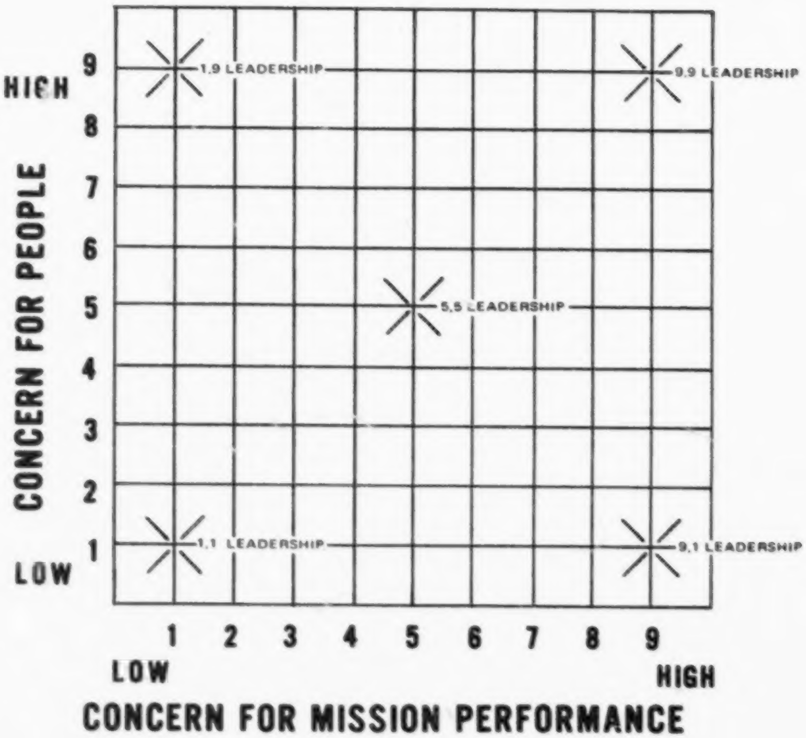
b. According to research studies the relationship-oriented style has proven better.

c. Greater emphasis is placed on people by the task-oriented style than by the relationship-oriented style.

d. The two styles are not incompatible and can complement one another through mutual reinforcement.

Item 5.

THE MILITARY LEADERSHIP GRID


1,9 LEADERSHIP
9,9 LEADERSHIP
5,5 LEADERSHIP
1,1 LEADERSHIP
9,1 LEADERSHIP
HIGH
9
8
7
6
5
4
3
2
1
LOW
CONCERN FOR PEOPLE
1
2
3
4
5
6
7
8
9
LOW
HIGH
CONCERN FOR MISSION PERFORMANCE

Item 6.

Grid Neglects to Consider:

1. Nature of the group
2. Nature of the task
3. Nature of the situation

Question 7.

Which one of the following statements concerning the limitations of the military leadership grid is accurate?

a. The grid does not consider moderate leaders concerned with both dimensions.

b. The grid does not consider the low-low type leader.

c. The grid does not consider the nature of the situation.

d. The grid does not consider the high-low type leader.

Question 8.

Which one of the following best typifies the purpose of the military leadership grid?

a. The grid is designed to improve leadership.

b. The grid is intended to eliminate poor, ineffective leaders.

c. The grid brings into focus two dimensions (nature of the task and nature of the situation).

d. The grid is a tool for classifying leaders' styles.

Question 9.

How should the military leadership grid classify the most commonly found type of military leader in the U.S. Armed Forces?

a. Mission-oriented

b. Balanced leaders concerned with both mission and people

c. People-oriented

d. None of the above

Question 10.

Which one of the following statements describes the 5,5 military leader?

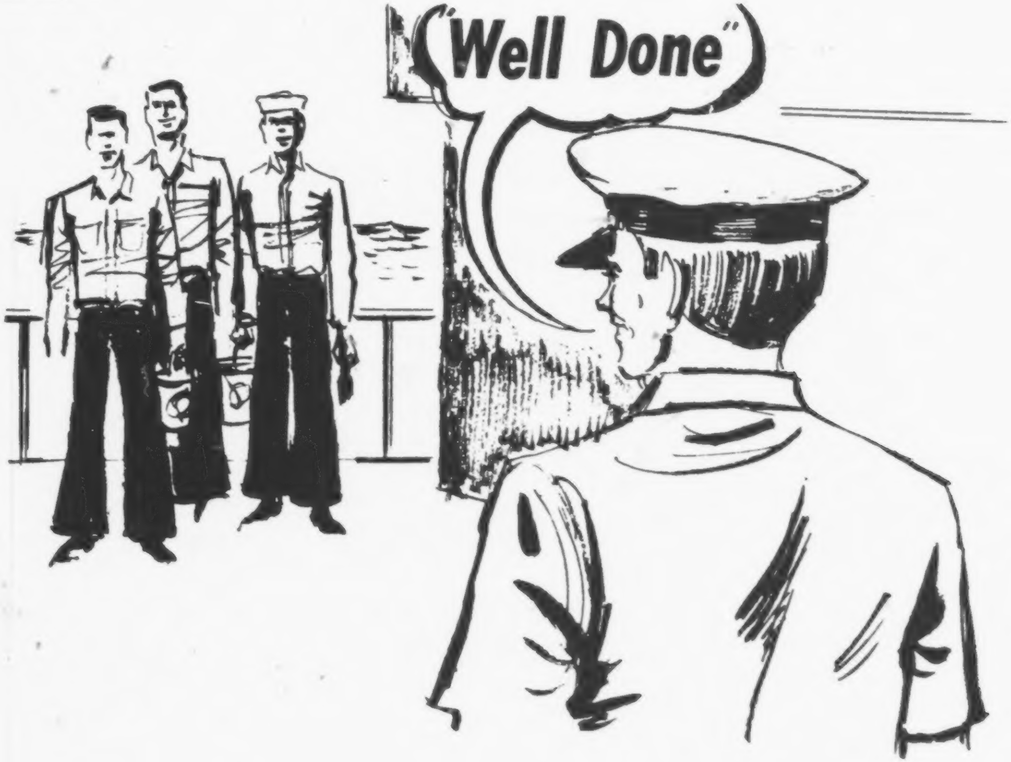
a. He strives for a balance between needs of people and needs for mission accomplishment.

b. He does not exert formal power in a strict authority-obedience manner.

c. Both of the above

d. None of the above

Item 7.



Question 11.

Which of the following correctly summarize(s) the causes of continued 5,5 military leadership?

a. Military leaders who are 5,5 oriented pick 5,5 subordinates for promotion.

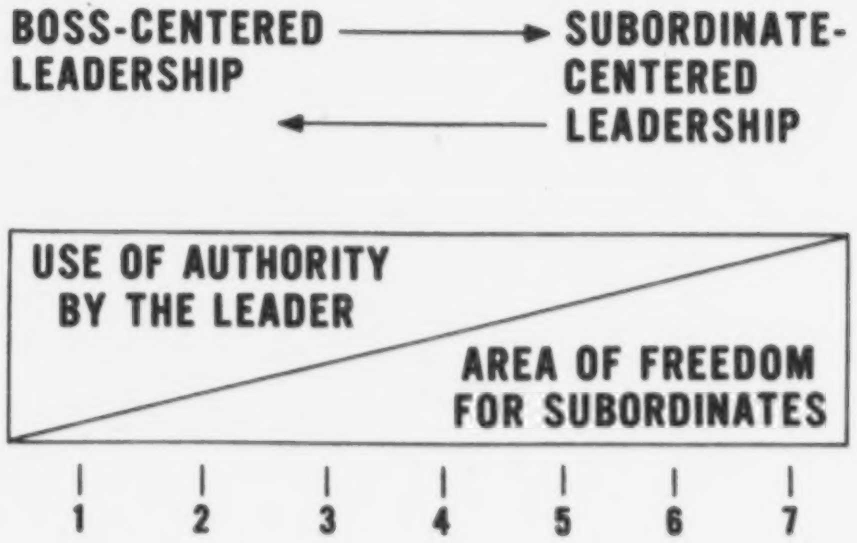
b. Leadership training at the various leadership schools attempts to develop the "balanced thinking" typical of a 5,5 leader.

c. Both of the above

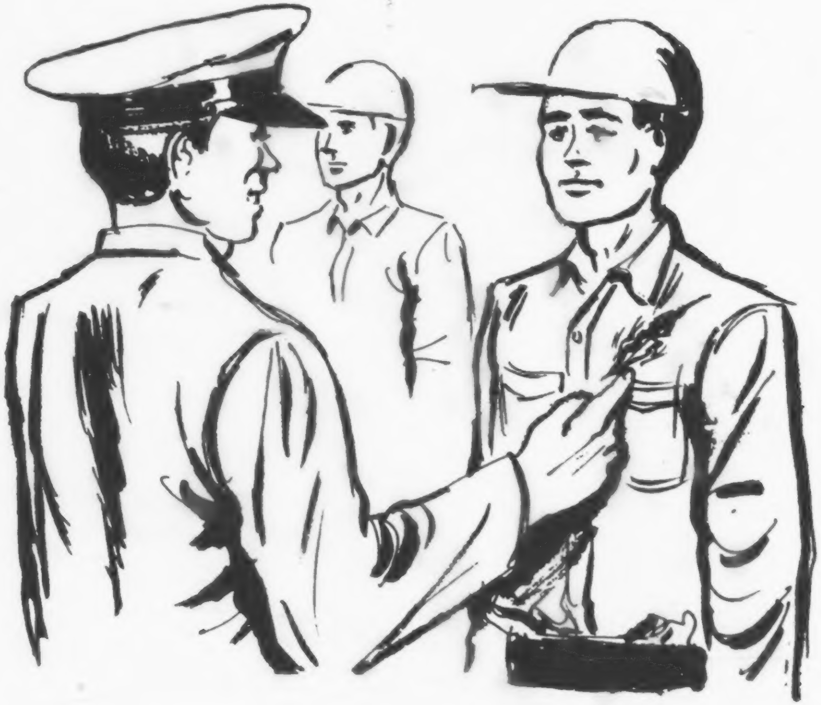
d. None of the above

Item 8.

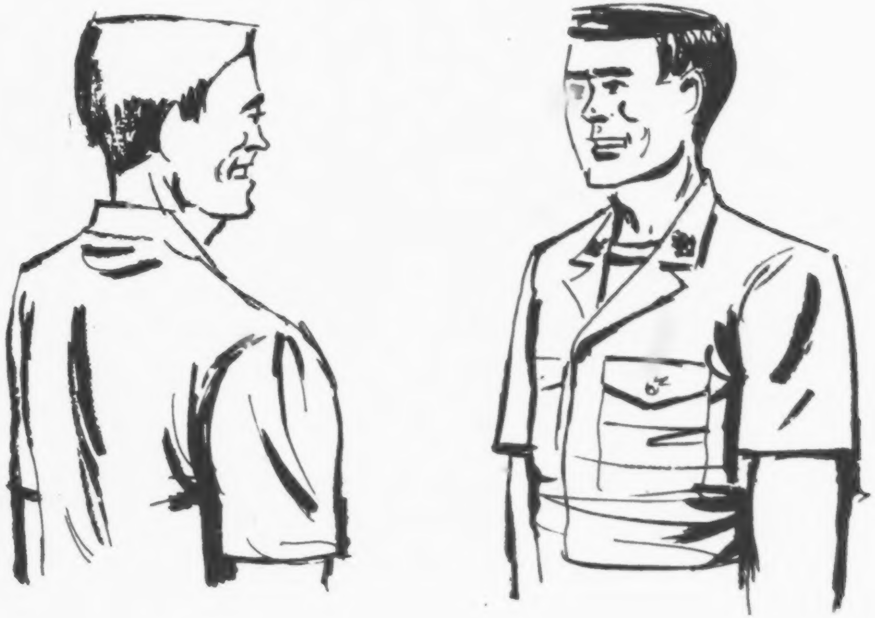
LEADERSHIP STYLE CONTINUUM


BOSS-CENTERED LEADERSHIP
SUBORDINATE-CENTERED LEADERSHIP
USE OF AUTHORITY BY THE LEADER
AREA OF FREEDOM FOR SUBORDINATES
1
2
3
4
5
6
7

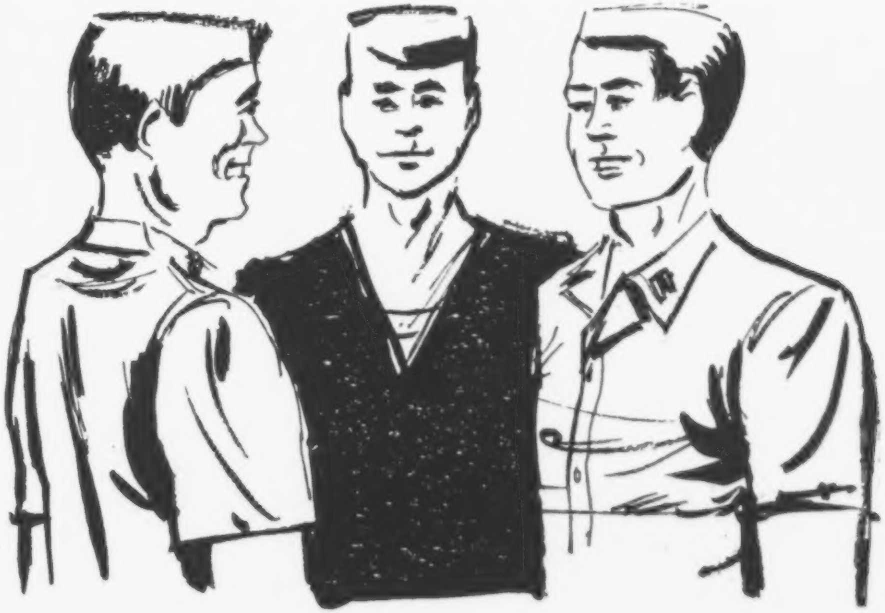
Item 9.



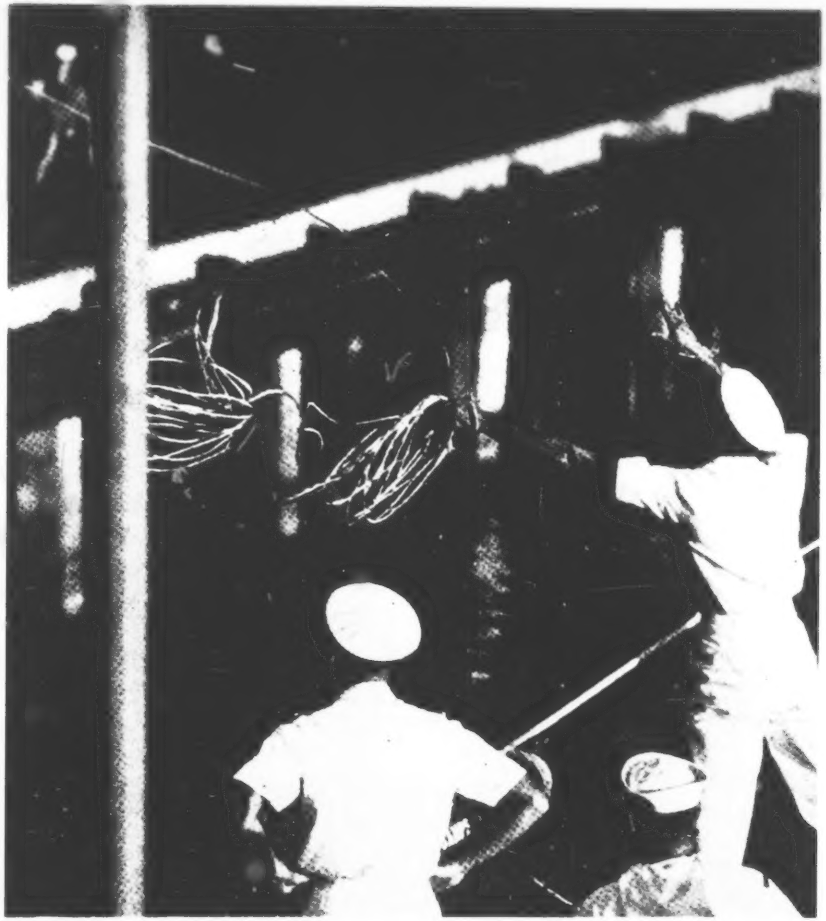
Item 10.



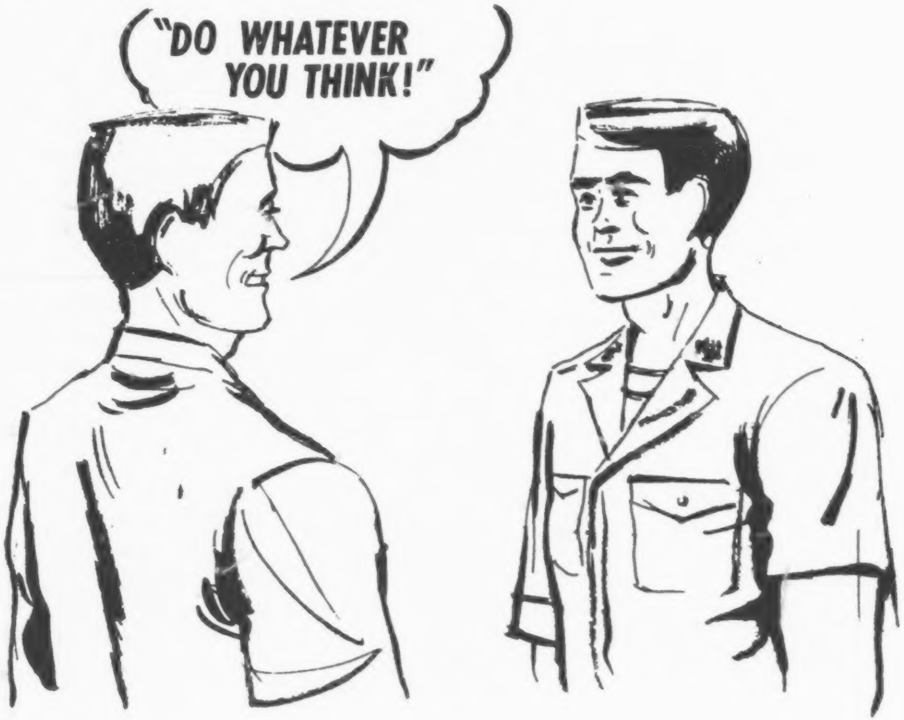
Item 11.



Item 12.



Item 13.


"DO WHATEVER YOU THINK!"

Question 12.

An air group commander demands that his pilots develop professional skills and maintain flight proficiency, but keeps an open mind to suggestions for improving delivery techniques and other combat tactics.

Which one of the following positions along the leadership style continuum does this leader portray?

a. To the extreme left, the authority position

b. In the center, the middle-of-the-road position

c. Far to the right of center--considerable freedom for subordinate

d. From the above situation, it is not possible to assign the commander a position or the continuum.

Question 13.

Which one of the following statements correctly describes the purpose of the leadership style continuum?

a. It helps improve qualities of leadership.

b. It is a training device.

c. It serves to force leadership behavior into sharply defined categories.

d. It suggests a broad range of leadership behavior.

Question 14.

On a destroyer, the CIC team is trained primarily to perform technical jobs. The OI Division is also responsible for the cleanliness and preservation of certain portions of the weather decks.

Why should the OI Division Officer in this situation "sell" his men on his announcement that the weather decks had to be cleaned?

a. The men may absolutely refuse of perform such lowly work.

b. The men will work better and more willingly if they feel that the condition of the weather decks is important.

c. It makes no sense to persuade the men: time would be saved if the order to clean the weather decks were simply issued.

Item 14.

STYLE VARIES ACCORDING TO:

1. THE LEADER
2. THE SITUATION
3. THE FOLLOWER GROUP

Question 15.

A submarine CO acts authoritatively to restore all casualties sustained when his submarine hits a submerged mine. He does not hold any discussions as to what should be done, but directs repair activity forcefully, thus saving the ship. However, in handling other matters at a later date, he is very considerate of his shipmates and solicits their suggestions. Clearly the style of leadership in each of these cases is influenced by the context in which the leadership behavior occurs.

Which one of the following correctly describes the three basic factors which determine leadership style?

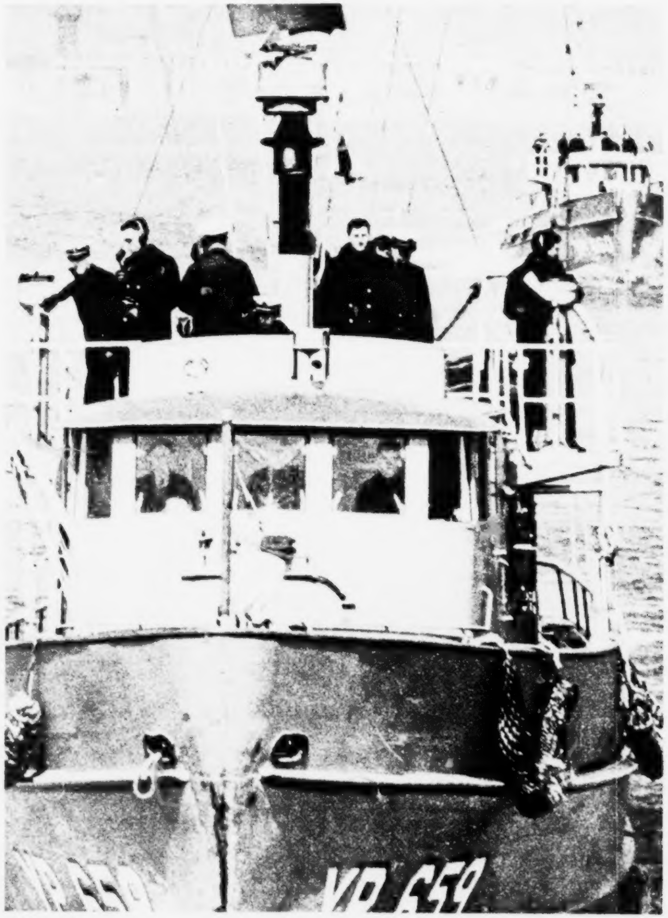
a. The situation, the leader, and the leader's superior

b. The situation, the follower group, and the leader's superiors

c. The situation, the leader, and the follower group

d. The leader, the follower group, and the leader's superiors

Item 15.



Question 16.

Why is leadership style important to the senior-subordinate relationship?

a. It guarantees the attainment of the mission's objectives.

b. It determines the lines of authority which exist between the leader and his men.

c. It influences the level of performance and motivation of subordinates.

d. The authoritarian style gets good results.

Question 17.

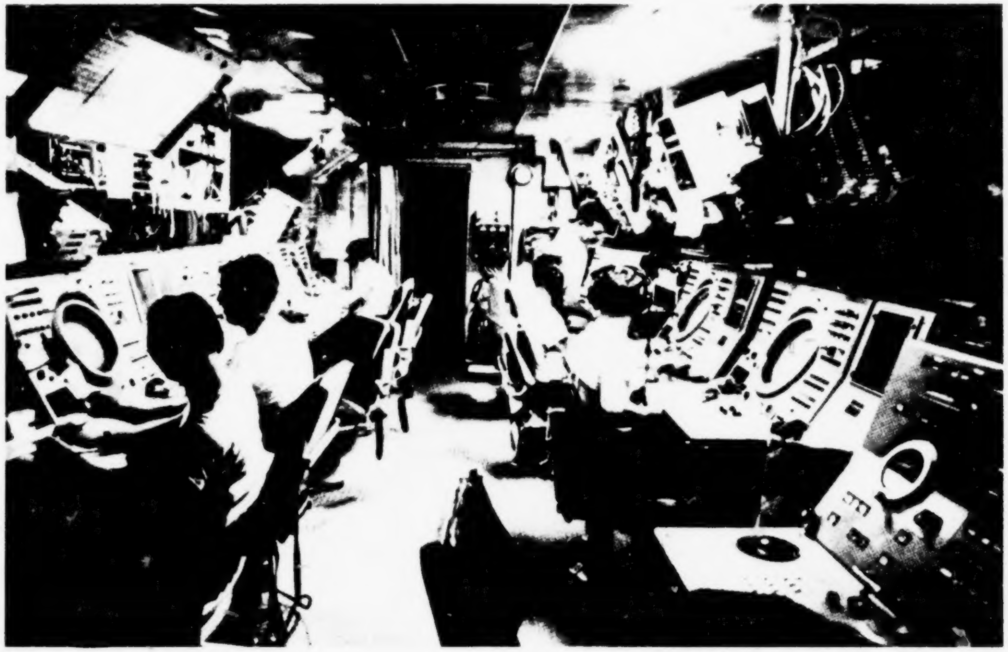
Which one of the following best describes the effect leadership style has on motivation of subordinates?

a. Leadership style determines the number of mast cases.

b. Effective leadership style can motivate subordinates to want to do a good job.

c. Leadership style has little effect on subordinates who are uninterested in the Navy as a career.

Item 16.



Question 18.

As a leader's style becomes more oriented to the democratic (more freedom for subordinates), what effect does this have on motivating subordinates?

a. There will be a higher degree of motivation.
b. There will be a lower degree of motivation.
c. There will be virtually no change in motivation.
d. Motivation is unrelated to leadership style.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment II
Leadership Style

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

LEADERSHIP STYLE

PROGRESS CHECK

Question 1.

From the following statements about leadership behavior and leadership style select that one which correctly describes the interrelationship between them.

a. Both leadership style and leadership behavior are relatively constant because the need structure motivating the leader is generally constant.

b. Leadership style is relatively constant, while leadership behavior varies depending upon the situation.

c. Leadership behavior and style vary because the need-structure of the leader varies.

d. The style a leader employs will differ from situation to situation, but the need structure which influences his behavior may be seen as a constant.

Question 2.

From the following statements select that one which correctly defines leadership style in relation to a leader's responsibilities.

a. Leadership style concerns why a leader behaves the way he does.

b. Leadership style consists of the specific acts a leader must carry out to fulfill his responsibilities.

c. Leadership style refers to the inconsistency of goals or needs in various situations.

d. Leadership style refers to the manner in which a leader fulfills his responsibilities.

Question 3.

LT Blake had been charged with the unpleasant but vital task of placating the irate population of a small village in a combat zone which had been the victim of an unfortunate accident caused by the military. He proceeded to recruit a squad of men from available personnel and with them set out to survey the extent of damage done and assist in repairs. At one point during the operation, one of the men asked to be excused from this duty on the grounds that he had previously been involved in a dispute with several of the local people and felt that his attempts at pacification were making matters worse. LT Blake had observed this to be true and allowed the man to withdraw, stepping in to fill his place himself. Shortly thereafter he was approached by several of his men who complained that, try as they might, their efforts were useless. The villagers remained hostile and uncooperative and took advantage of every opportunity to provoke the men, including theft of building materials destined for use in the repair of their own homes. The men suggested dropping the remainder of the plan and leaving the remaining supplies for whatever use the villagers chose for them. Blake rejected this idea and proceeded as had been originally planned. The task was successfully completed due to Blake's redoubled efforts at the repair work himself. When the sincerity of Blake's efforts became apparent to the villagers they soon pitched in to help.

Which classification of leadership styles listed below correctly describes LT Blake's actions according to Fiedler's concept?

a. Strictly task-oriented

b. Primarily task-oriented

c. Primarily relationship-oriented

d. Strictly relationship-oriented

Question 4.

Select the statement which BEST compares relationship-oriented and task-oriented styles.

a. Task-oriented leaders regard themselves as being primarily responsible for the success or failure of a mission while relationship-oriented leaders prefer to share decisionmaking with their men.

b. Task-oriented leaders are generally more dedicated officers than relationship-oriented leaders.

c. A relationship-oriented leader is one who is concerned only with the morale of his men while task-oriented leaders disregard morale.

d. A relationship-oriented leader is concerned primarily with mission accomplishment while a task-oriented leader is concerned equally with mission accomplishment and subordinate morale.

Question 5.

ENS Carpelli, being a fanatic baseball fan and ex-high school letterman in baseball, had never quite recovered from his failure to make the Academy team. Against this background, he approached the task of organizing a base softball team with a somewhat overzealous attitude. There was sufficient talent available for a successful team; however, motivation for winning became more a matter of avoiding ENS Carpelli's wrath than the positive motive to succeed. ENS Carpelli admitted that position designations had been made solely on the basis of his own "expertise" in the area. Individual preferences among team members were of tertiary significance at best. Practice sessions were approached with an air of urgency and the element of enjoyment for the sake of sport had been significantly reduced.

Select the proper classification of ENS Carpelli's leadership style according to the military leadership grid.

a. 1,9 (low concern for mission, high concern for people)

b. 9,1 (high concern for mission, low concern for people)

c. 1,1 (low concern for both mission and people)

d. 9,9 (high concern for both mission and people)

Question 6.

From the following statements select the one which correctly describes the purpose of the Military Leadership Grid.

a. The grid was designed to provide a scale against which good and bad leadership potential could be measured.

b. The grid provides a theoretical formulation of the elements necessary to strong and effective leadership.

c. The grid was designed to allow for classification of leaders in terms of concern for people and concern for production.

d. All of the above

Question 7.

MIDN Hallis has been commander of the 24th Company during the winter. This has been a period of high company morale. MIDN Hallis has led his men effectively and with success during his tenure. His approach to command has been one of moderation where all initial decisions made by himself remained open to change at all times in order to accommodate the needs and requests of his subordinates. His style of leadership has resulted in a cohesive unit operating on essentially democratic principles. All agree that his command has been both successful and popular.

From the following designations of leadership style, select the one which best identifies the probable position of MIDN Hallis along the Leadership Style Continuum.

a. Leader states the problem and allows group to come to decision upon which they must act.

b. Middle-of-the-road leader

c. Autocratic leadership

d. Leader comes to decision by himself but "persuades" subordinates to accept decision and carry it out.

Question 8.

From the choices listed, select the statement which best describes the reason why a leader might attempt to "sell" a decision to his subordinates in addition to announcing it.

a. Experience has demonstrated that it is always desirable to "sell" a decision to subordinates.

b. Once a leader has "sold" his decision to his subordinates he can count on their support in the event that something goes wrong.

c. Where time allows and the problem is of a suitable nature, a leader benefits from "selling" his decision by gaining a generalized commitment and reinforced enthusiasm.

d. None of the above

Question 9.

Select from the following statements that one which correctly describes the three basic factors involved in determining leadership style.

a. Variations in leadership style depend on: individual personality quirks, the constancy of a situation, and environmental factors.

b. Leadership style remains constant as a function of the personality of the leader, the effectiveness of his training and the situation involved.

c. Leadership style is primarily determined by the interaction of the situation, the leader, and the follower.

d. None of the above

Question 10.

From the following statements select the one which best describes the importance of leadership style to the senior-subordinate relationship.

a. It is important that leadership style remain relatively constant in order to preserve the stability of the senior-subordinate relationship.

b. The importance of leadership style to the senior-subordinate relationship can best be seen in terms of maintenance of discipline.

c. The importance lies in the fact that achievement of mutual satisfaction in a senior-subordinate relationship is dependent upon the leader adapting his style to the situation and to his subordinates.

d. The importance of leadership style to senior-subordinate relationships is depicted by the principle that a leader should choose the style which gives him the most power in a situation.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT II

REMEDIATION TEXT Audio Script - Volume VII-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-2
2	d	Pages 1-2
3	b	Pages 2-4
4	a	Pages 2-4
5	b	Pages 6-11
6	c	Page 7
7	b	Pages 11-15
8	c	Pages 15 and 18
9	c	Page 16
10	c	Pages 17-20
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment II
Leadership Style

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

LEADERSHIP STYLE

In the previous segment we discussed the concept of leadership behavior, defining it as the specific acts which a leader performs as he goes about accomplishing his mission. We learned that leadership behavior is influenced by role expectations, that is, what others expect the leader to do in his position. We also discussed various characteristics of role expectations, and concluded with a brief look at the problem created when a leader fails to perceive the expectations of others and his behavior becomes inappropriate. In this lesson we shall be concerned with leadership style. It is important to distinguish between leadership behavior and leadership style and to understand their relationship to each other. What the Captain does to accomplish his mission relates to his leadership behavior. The way he does it--how--relates to his leadership style. (Pause)

Leadership style or manner of performance is related to the underlying needs of the leader which motivate his behavior in various situations. The manner and techniques a leader employs will differ from situation to situation, but the need-structure which influences his behavior may be seen as a constant. Let's illustrate this interrelationship of leadership behavior and style and the need-structure of the leader. Consider, if you will, the Commanding Officer of an LST. His actions are motivated by his determination to develop the ship to maximum combat-ready efficiency. In order to accomplish his purpose (a constant), he must keep his seniors and subordinates informed of the progress made in achieving peak readiness. (Pause)

Now look at Item 1.

The act of informing both his seniors and subordinates of the progress represents his leadership behavior. His leadership style, however, is apt to vary. He would probably use different techniques in addressing the crew than he would use in discussing things with the Admiral. (Pause)

Now look at Item 2.

As conditions change, his leadership style changes although his underlying need--to bring the ship up to maximum combat readiness--remains constant. (Pause)

According to Fiedler there are essentially two basic styles by which leaders attempt to exert influence and control. In oversimplified terms, the leader may be relationship-oriented; that is, he shares decision-making and leadership with his group. Or he may be task-oriented; that is, he gets major satisfaction from successfully completing the task, even at the risk of poor interpersonal relations with his group. (Pause)

Now look at Item 3.

Looking first at the relationship-oriented leader, we see that he derives major satisfaction from establishing close personal relationships with his group. In this style, the leader is: (1) democratic, (2) equalitarian, (3) permissive, (4) considerate, (5) group-oriented. (Pause)

The second and third qualities are not as obvious as the other three qualities, so we shall give examples of them. The Electronics Materiel Officer on a cruiser heads a division composed of highly trained and experienced techicians. Realizing the intelligence of his men, the officer deals with them on a higher level than he would use in handling other subordinates. He readily accepts their suggestions and encourages their participation in the decision-making process. This officer is equalitarian in leading his men. (Pause)

The permissive-type leader is exemplified by the division officer who directs his leading petty officers to perform a task and leaves the details of accomplishment to the petty officers. This same leader would probably allow h s senior petty officers to accomplish routine tasks without interference. (Pause)

By contrast, the task-oriented leader derives satisfaction from getting the job done even at the risk of poor interpersonal relations with his group. Take the case of the midshipman company commander who is so intent on winning honors as the Color Company that he loses sight of the state of the morale of the underclassmen in his company, and despite all his efforts, his company just doesn't surge up to the top position. (Pause)

Now look at Item 4.

In the task-oriented style, the leader is: (1) autocratic, (2) task-oriented, (3) initiating. An initiating leadership style would be illustrated by the midshipman company commander who takes action to achieve better standing in the color competition. He balances athletic ability among the company teams and institutes early signal drills to locate in advance weak performers who will need extra help. (Pause)

Now the logical question for you to ask is, "Which style of leadership, relationship-oriented or task-oriented, is better?" It is true that the two styles can be compared but which is the better remains a controversial issue. Students of human relations claim that a leader will be more effective when he can call on the creativity and willing cooperation of his subordinates.

This requires that subordinates participate in the decision-making process. The traditional viewpoint stresses task-oriented leadership. It holds that the leader must be decisive and that responsibility for managing the group's actions is his alone. It is generally true that in the lower echelons of an organization most followers prefer to have a highly structured, well-defined situation; this means that, all other things being equal, such followers would prefer the decisive, task-oriented leader. These followers don't want to participate in decision-making. They prefer to carry out other people's decisions. Conversely, at the higher echelons of an organization, the followers enjoy sharing in the decision-making process, and consequently tend to prefer a relationship-oriented leader. In the Navy, the style a leader uses to perform his duties effectively may change as he advances up the promotion ladder. The Admiral who commands a Naval Base and has constant interaction with civilians needs to have more of a human relations approach than does the Captain of a destroyer. Let us not make the error of thinking that the task-oriented and relationship-oriented styles are incompatible. Task-oriented leadership does not imply that getting the job done is the only concern, and that human effort and dignity are unimportant. Similarly, relationship-oriented does not mean that being nice to people is an end in itself, irrespective of whether the job gets done. The determining factor is whether the leader's satisfaction is derived from one style or the other. It is probably true that in the shipboard situation a combination of styles (that is, Commanding Officer--relationship-oriented; Executive Officer--task-oriented) provides the ideal solution. (Pause)

Another way to view the subject of leadership style is to use the Blake, Mouton and Bryson Leadership Grid. (Pause)

Now look at Item 5.

Already, I suspect you have established a relationship between the Fiedler "relationship-oriented"--task-oriented dimensions and the corresponding "concern for people"--"concern for mission performance" of the Blake, Mouton, and Bryson Grid. If you have, then the next phase of this lesson will seem relatively easy for you. The grid coordinates read over and up. To illustrate, the coordinate 9,1 is located 9 units to the right and in the 1st (lowest) level on concern for people. The 9,1 is in the lower right-hand corner, and would rate high on concern for mission performance and low on concern for people. It is to be expected that a leader's effectiveness will vary as his style shifts along either dimension. While the grid does enable one to classify a leader's style, (that is, high-high, high-low, low-high, low-low, and so forth), it does not take into consideration three very critical matters. (Pause)

Now look at Item 6.

Specifically the grid neglects to consider: (1) the nature of the group, (2) the nature of the task, (3) the nature of the situation. (Pause)

The grid is useful in providing a visual framework from which predictions can be made. (Pause)

Now look again at Item 5.

For example, assume that a 9,1 leader is placed in charge of a group of research scientists. It is not difficult to anticipate that this leader (who places minimum importance on concern for people while placing maximum importance on the accomplishment of objectives) would, through his directive efforts, stifle the initiative and creative abilities of the research scientists. The grid was developed in 1964 to classify managers on the basis of two variables (concern for people and concern for production). These variables are parallel to the military leader's concern for welfare and mission accomplishment. In the original design, managers were classified as follows: (1,1) Impoverished (exerting minimum effort) manager; (9,1) Task (authoritarian) manager; (1,9) Country club manager; (9,9) Team manager; (5,5) Middle-of-the-road manager. It is not too difficult to extend these classifications to military leaders, and perhaps you have already done so. (Pause)

There is some popular belief that military leaders are more dedicated to mission accomplishment than are their counterparts in industry. Evidence, however, as reported by Blake, Mouton, and Bryson, does not support this belief. Their results indicate that over three-fourths of the military leaders in the U.S. Armed Forces today operate under assumptions, beliefs, and convictions typical of the 5,5 (middle-of-the-road) style. A better way of saying this is that the majority of military leaders today seek a balance in the accomplishment of mission and maintenance of morale. (Pause)

In view of the trend towards balance in leadership style, it is appropriate to examine the 5,5 leader more closely. Basically, he is not an extremist. No naval officer can perform effectively with people if he is an extremist at either end of the mission-people grid. A 5,5 leader will direct activities enough to ensure adequate performance, but at the same time he will try to resolve people problems (dissatisfactions, etc.) and prevent low morale or hostility. Essentially, this is a restatement of the balance principle, and reinforces the point made earlier that the Fiedler task-oriented and relationship-oriented styles are not exclusive, but mutually reinforcing. The 5,5 leader does not command in the sense that he forces action; he commands instead through communication and motivation to get the mission accomplished. A 5,5 leader uses his formal power circumspectly and not in a strict authority-obedience manner. He projects his power through efforts to persuade, request, and sell. Similarly, he avoids the kind of conflict which is produced by direct criticism and tries instead to get his point across by questions. Whereas the extremist is sure to generate conflict either by being inconsiderate of the welfare of his men or by being unable to get things done, the 5,5 middle-of-the-road leader plans his activities to avoid conflict. (Pause)

A military leader's actions will often place him at different positions on the leadership grid, depending on the situation. In combat, the leader must be more frequently oriented toward the 9,1 grid. In a staff job or at a large base complex, the position often shifts toward the 1,9 grid. Even in combat the grid shifts with the mission given. A specific terrain objective that must be taken calls for mission orientation; a mission setting forth no specific objective and broad time limits shifts the scale back again. The best example in combat of a leader operating at the 1,9 grid is the American advisor to the South Vietnamese. The mission is to advise the South Vietnamese on "how to" employ artillery, organize a supply warehouse, repair vehicles, and become better leaders. The mission is broad and without specific time deadlines. The manner of achieving the mission varies with each advisor and Vietnamese unit being advised, but harmony is an Oriental philosophy which must be recognized by the advisor, and the advisor must employ a people-oriented style. The Commanding Officer of a newly commissioned ship may have been given the mission of getting his ship operationally ready for deployment to a war zone in the shortest possible time. This mission is obviously going to override consideration of the crew in matters such as leave, time-off in port, and so on. The position on the grid shifts here to become 9,1. On the other hand, if a ship has the mission of going to Australia to participate in the "Coral Sea Celebration," the Commanding Officer will want his ship to be in the best of condition and the crew in their best mood. His leadership will fall in the 5,5 range. Perhaps some of you are thinking that 5,5 leadership would be indecisive. Of course there are times when a decision has to be made--particularly in emergencies. A 5,5 leader can probably count on a better attitude among his followers to help carry out a decision than the 9,1 leader. The importance of this emphasis on the 5,5 style is to caution you in your roles as junior officers to avoid extreme positions. You've got to think "both ways"--in terms of accomplishing your objectives, and in terms of the welfare of your men. As was brought out in the previous lesson on leadership behavior, your assigned objectives and your group's welfare are usually complementary. If you do things for your men and show them consideration, it is generally easier to accomplish objectives. (Pause)

Now look at Item 7.

If you make favorable progress towards accomplishing objectives, this provides satisfaction for your men. If the mission-people setting is in conflict (and this can happen), then as a leader you must place the emphasis on accomplishing the mission. There is a built-in momentum for continuing the 5,5 leadership style in the military. You can surmise from the remarks of this lesson that a tempered judgment (a balanced position rather than an extremist position), is considered most appropriate. Evidence from Blake, Mouton, and Bryson, and the Bureau of Naval Personnel Field Leadership teams indicates that leadership training at various leadership schools, attempts to develop this "balanced thinking." Furthermore, it is human nature to foster one's own image. Middle-of-the-road (5,5) leaders are most often going to select 5,5 juniors in the competition for promotion. Thus, the system tends to sustain itself. (Pause)

Now look at Item 8.

Another way to illustrate the contrasting styles would be to place the autocratic-democratic dimensions on a continuum. This continuum is adapted from a Tannenbaum and Schmidt article in the Harvard Business Review. One extreme on the continuum is boss-centered, the other is subordinate-centered. Note that even at the extremes, there is still some room for the other style to operate. At the boss-centered end there remains an area, however small, for freedom on the part of subordinates. Conversely, at the subordinate-centered end, there exists an opportunity for the leader to use authority. A scale of seven values is assigned to the continuum. Of these seven styles, three are more directive than our 5,5, middle-of-the-road type covered earlier in this lesson, and three are less directive. The continuum allows quite a bit of precision in describing the exact relationship between a leader and a subordinate. Let's examine now the seven positions from left to right. Position #1--The leader is authoritarian. The leader makes the decision independently and informs subordinates as to what they will do. There is no opportunity for the subordinate to enter into the decision-making process. Position #2--The leader makes the decision independently but "persuades" his subordinates to accept and execute his decision. He does not force the decision on them, but rather "sells" his decision. Position #3--The leader presents a tentative decision, which he has reached independently. He allows for discussion with subordinates, and will modify the decision if this action is indicated. The leader's mind in not "locked in concrete." Position #4--The 5,5 middle-of-the-road type leader makes a tentative decision which is flexible to change. The subordinates know that the decision can be changed, based upon their needs and requests. Position #5--The leader does not make a decision without prior consultation with the subordinates in an effort to get their suggestions, feelings, etc., about a problem situation. After this preliminary interaction, the leader attempts to construct a decision which will satisfy all subordinates. This is semiparticipatory leadership. Position #6--The leader presents a problem to the subordinates and allows them to make a decision. This is paricipatory leadership. Position #7--The leader creates a laissez-faire attitude by allowing subordinates to define their own problems and to develop their own decisions within broad limits as defined by the leader. The leader is required to support all actions of subordinates which fall within the limits he has set. A typical day in the life of a deck division officer offers illustrations of these seven different leadership styles in action. (Pause)

Now look at Item 9.

Position #1--While inspecting his men at morning quarters he directs three men to discard their torn shirts or to have them mended. (Pause)

Now look at Item 10.

Position #2--While discussing the assignment of men to mess duty for the next quarter, he persuades the chief that this should be regarded as training on a rotational basis rather than as a form of punishment. (Pause)

Now look at Item 11.

Position #3--He calls a meeting of his senior petty officers to discuss the next quarter's budget, explaining that they are limited to a small amount of money. He presents a tentative expenditure plan which is discussed and modified to meet anticipated needs more realistically. Position #4--He makes a tentative decision that all personnel will complete their courses for advancement in rating within three months. At the same time, however, he informs his subordinates that he is aware that the work load is heavy and his decision may have to be modified later on. Position #5--In meeting with his senior petty officers, he asks for suggestions on ways to improve the morale of the men. It is mentioned that a reassignment of work details might prove worthwhile. This idea is adopted and executed. Position #6--In this same meeting, he states that there is evidence that many men of the division lack basic skills in marlinespike seamanship. (Pause)

Now look at Item 12.

He allows the petty officers to determine what, how and when remedial action will be taken. (Pause)

Now look at Item 13.

Position #7--Immediately after quarters the officer tells the CPO, "Do whatever is necessary, but get these people squared away." The continuum suggests a broad range of possible leadership styles which should be suited to the situation. Sometimes the leader has the time and the problem is of such a nature that the leader will try to "sell" his men on his decision. But when time is of the essence and the subordinates may disagrée with a decision, the leader should take advantage of a more authoritarian style. The continuum indicates also that actual behavior may involve various combinations of authority of the leader and freedom for the subordinates. As pointed out earlier, the continuum demonstrates that neither extreme constitutes an absolute. A leader always has a minimum of authority and subordinates never surrender all of their freedom. Napoleon, generally regarded as an authoritarian, granted considerable latitude to his field marshals, while Nelson, who usually left decisionmaking to his subordinates, would exercise his authority at crucial times. (Pause)

There may be occasions when the leader does not want the men to have an opportunity to disagree with his decision. If the division officer of a cruiser tells them to "holystone" the forecastle in preparation for a visit by the Secretary of the Navy, this could well mean "turning to" at daybreak to avoid excessive heat. He'll probably tell them rather than attempt to sell them under these conditions. We have already discussed how a situation can affect the leader's style. (Pause)

Now look at Item 14.

The leader's style, which will vary across the two-dimensional continuum, depends upon three basic factors: (1) The leader; (2) The situation; (3) The follower (group). It is the interaction of these three factors which determines what leadership style will be used. A change in any one of the three factors, or simultaneous changes in these factors, will cause a shift in the leadership style to the left or to the right in the continuum model. In your work as a junior officer, you may find it is better to change the situation to fit a natural leadership style than to attempt to change a leadership style to suit the situation. For example, on an amphibious transport, one of the deck divisions had a very autocratic BMC whose petty officers were apathetic and unmotivated. The BMC was reassigned as CMAA and performed in an excellent manner. With the heavy hand removed, the petty officers blossomed into outstanding leaders and the divison's morale and performance improved immensely. There is a definite relationship between Fiedler's leadership styles, the leadership grid and the leadership continuum. All three theories are based on the common dimensions of task orientation and people orientation, and all three emphasize the position of the middle-of-the-road leader.

As a last major topic in this lesson, we shall consider the relationship of leadership style to other aspects of leadership, specifically, to senior/subordinate relationships and to motivation. Let's first consider the relationship of leadership style to the senior/subordinate relationship. (Pause)

Now look at Item 15.

Do you recall your first successful experience in conning a YP? The more power you had, the more satisfaction you derived. The same principle applies to your subordinates. As a division officer you will find that your petty officers will be much happier if you show confidence in their abilities, and delegate authority and share decisionmaking with them. The optimum situation is that in which there is a sharing of power between seniors and subordinates. An interesting third dimension was added in a recent study by Bass. Rather than treat just the dimensions of autocratic and democratic styles, Bass introduced a third style he described as being "persuasive." The persuasive style attempted to bring about both public and private acceptance of the leader's point of view. It was found that subordinates were most satisfied working under a democratic leadership style and least satisfied under an autocratic style. The persuasive style was much closer to the democratic than to the autocratic style, and was therefore more satisfying to the subordinates. Finally, let's consider what leadership style has to do with motivation of subordinates. Motivation is a first step in accomplishing an objective, or in learning a new situation. Your first job as a leader is to make your people "want" to accomplish the objective--just as the teacher's first task in a classroom is to make the students "want" to learn. The fact that a subordinate is satisfied does not necessarily mean that he is motivated. On the other hand, if he is motivated towards a given task, and if he performs the task well, then he will receive satisfaction. It is always a good technique to plan for motivation. Assuming that factors such as time are not critical, the leader who can "sell" his ideas to his subordinates instead of issuing orders to execute his decision has "moved to the right" on the leadership style continuum. Such a shift should bring about an increase in motivation on the part of subordinates. (Pause)

Though somewhat old, the reinforcement study done by Spector and Suttell, using CIC plotting teams, shows the influence of planning for motivation. (Pause)

Now look at Item 16.

The CIC teams performed under three styles of leadership--authoritarian, democratic and reinforcement. As part of the reinforcement style, the leader provided team members with rewards as each component task was successfully completed.

You guessed it--the teams which performed under the reinforcement style performed significantly better than did the teams performing under either the authoritarian or democratic leaders. This study suggests that as division officers, you can do much to promote motivation by using a few well-chosen words at the right time. These "social reinforcers" given to your subordinates, whether in small group or team situations, will stimulate interest and promote morale. Praise and recognition can work wonders, but make sure they are deserved. Research results have not been consistent in answering the question of what style of leadership is most effective in motivating subordinates to maximum effective performance. The kind of leadership style which is best in one situation may not be best in another. Fiedler's contingency model, in which he classified various situations and tasks so that the most effective style for use in a given situation can be predicted, probably represents as good a tool as any to use in answering the question "What style is best?" Leadership performance depends as much upon the organization as it does on the leader's own attributes. There probably isn't such a thing as an effective leader or an ineffective leader, but rather a leader who proves effective in one situation and not so effective in another situation. Not only must we learn more about how to train leaders, but we also need to learn how to build organizational environments in which leaders can perform well. Hopefully, the following thought-provoking questions will help to focus your attention on future problem areas for studies of leadership style. Should a line officer of proven ability be forced to take a staff position for which he is not ideally suited to provide him with a broader spectrum of experience? Are communication problems more likely among individuals with different leadership styles than among those with similar styles? How does a leader modify a situation to adapt it to his own natural leadership style? (Pause)

In summary, we have discussed in this lesson the concept of leadership style, different theories of leadership style including Fiedler, the military grid, and the leadership style continuum. We have shown that the leader, the group, and the situation all influence leadership style, and that there is no one leadership style which will guarantee effective performance. We have also discussed the influence that leadership style has on the welfare of personnel, senior/subordinate relations, and motivation of subordinates. Finally, the effective leader will adjust his style to meet a change in any of the three basic factors--the group, the leader, and the situation. An effective style in one situation may not prove effective in another situation.

This is the end of Part Seven, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment III
Determiners of Leadership Style: The Leader

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

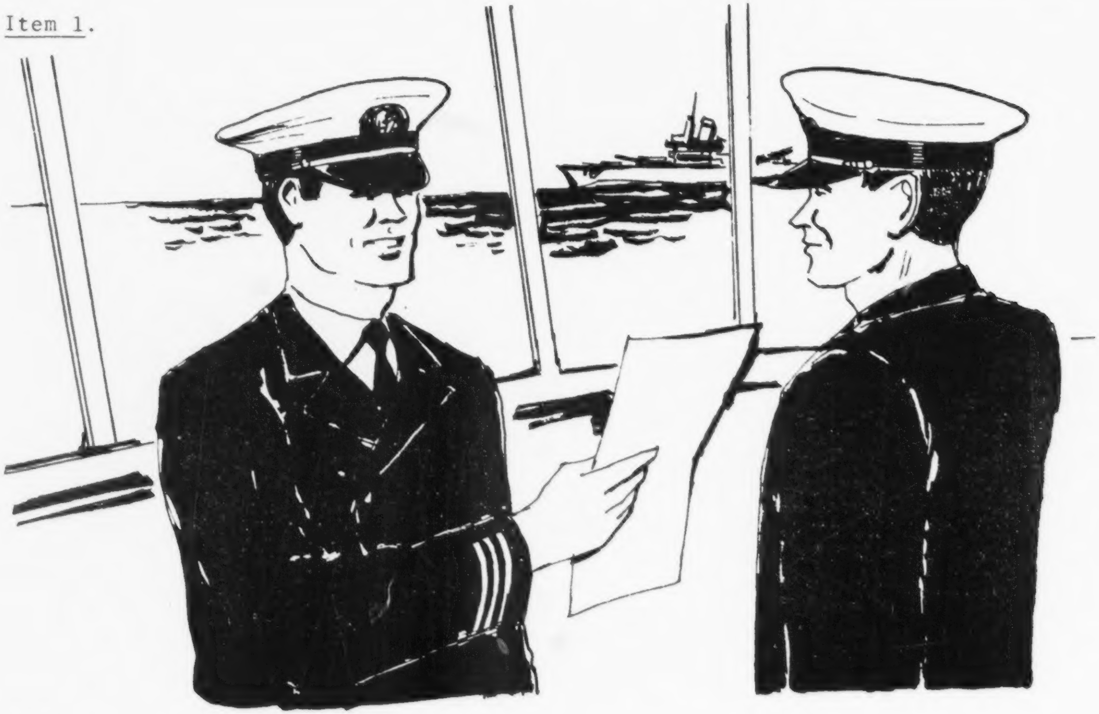
*"Ten good soldiers, wisely led,
will beat a hundred without a
head."*

d'Arcy Thompson

A leader in the Women's Christian Temperance Union will employ a different style from that of a drill instructor at Parris Island. The personalities of the two leaders differ greatly; so will their styles of leadership. Earlier in the course it was pointed out that the leader's style depends upon the leader, the group he leads (the followers), and the situation in which leader and followers function. We will now look at the first of these determiners of leadership style, the leader himself. His personality, professional competence, and leadership skills will be examined to determine their influence on his choice of how he goes about accomplishing his leadership duties.

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

Item 1.



Question 1.

Which one of the following best describes the change in focus by researchers on the determiners of leadership style?

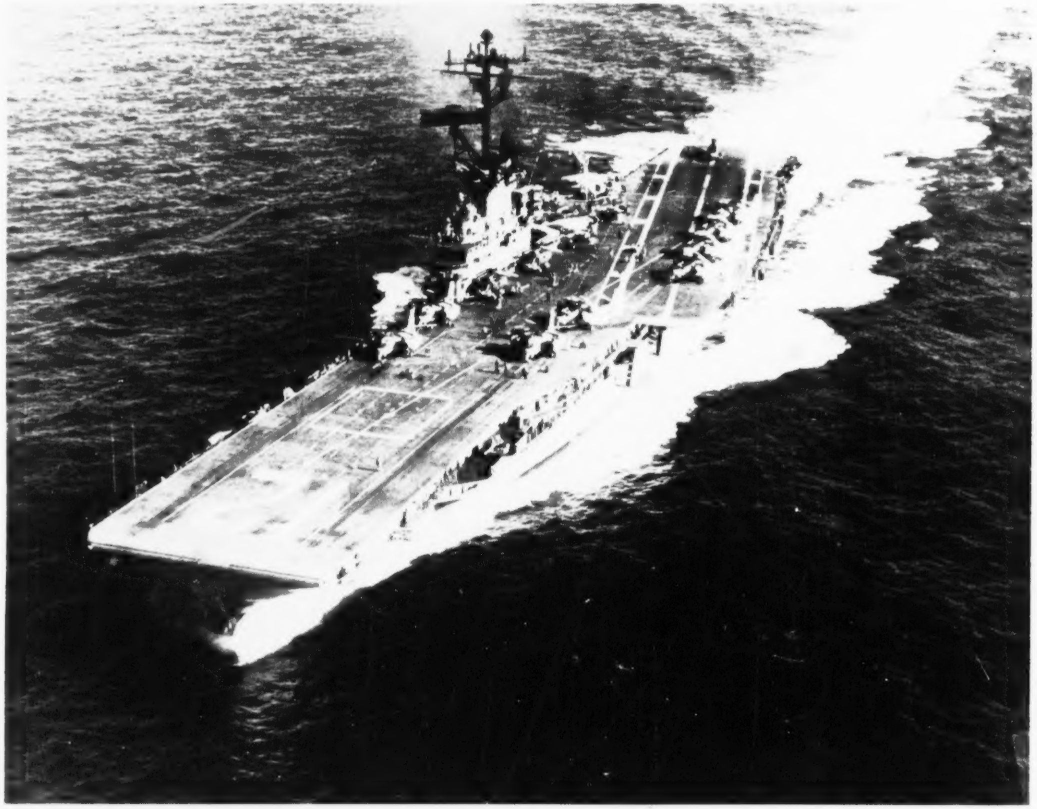
a. The focus changed from the trait theory to the purely situational approach.

b. Research has tended more and more toward focus on the trait, as opposed to the situational theory.

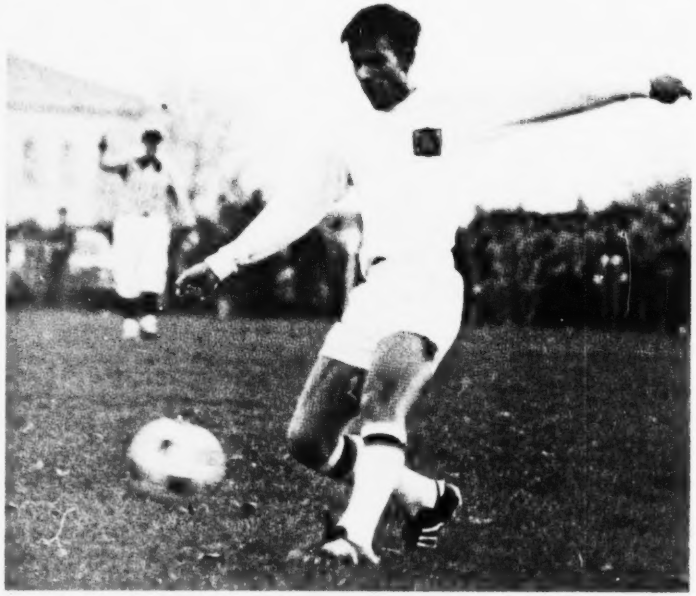
c. The emphasis today is on neither the personality traits of the leader nor the situation, but rather on the interrelationships among the leader, the group, and the situation.

d. Researchers found that the group and the situation were not factors influencing leadership style.

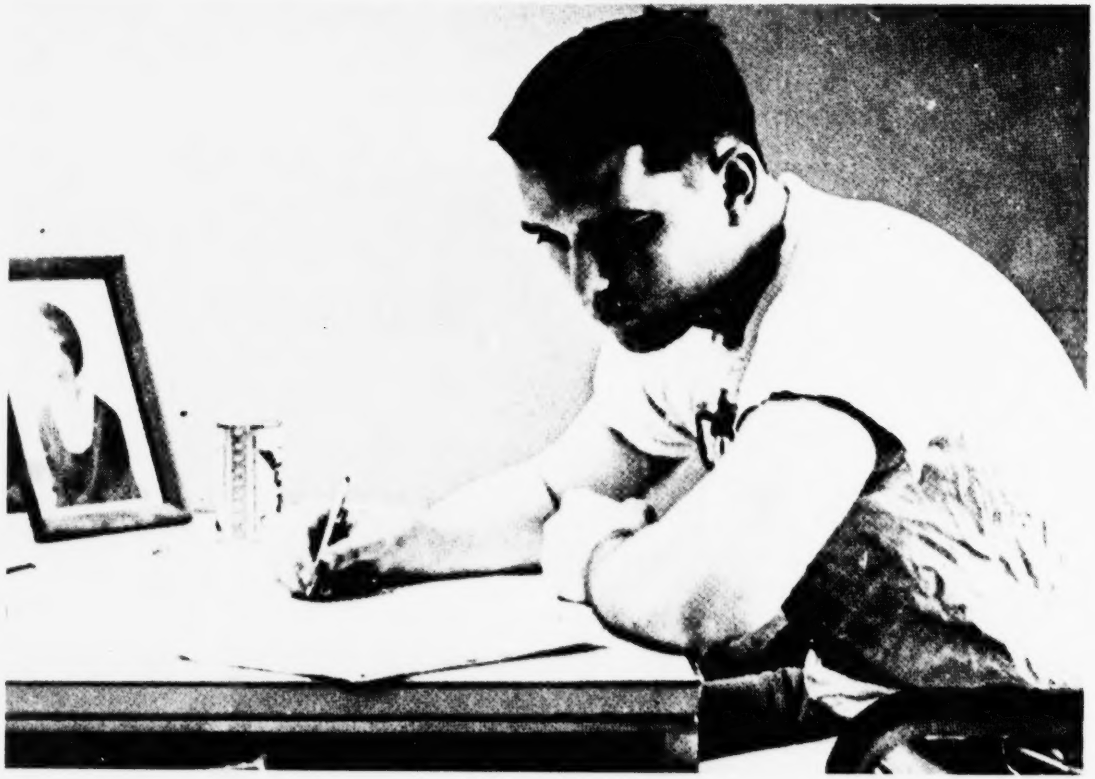
Item 2.



Item 3.



Item 4.



Question 2.

Which one of the following best defines the relationship between a leader's personality and his leadership role?

a. There is a connection between a leader's personality and his style, but only on the senior officer level.

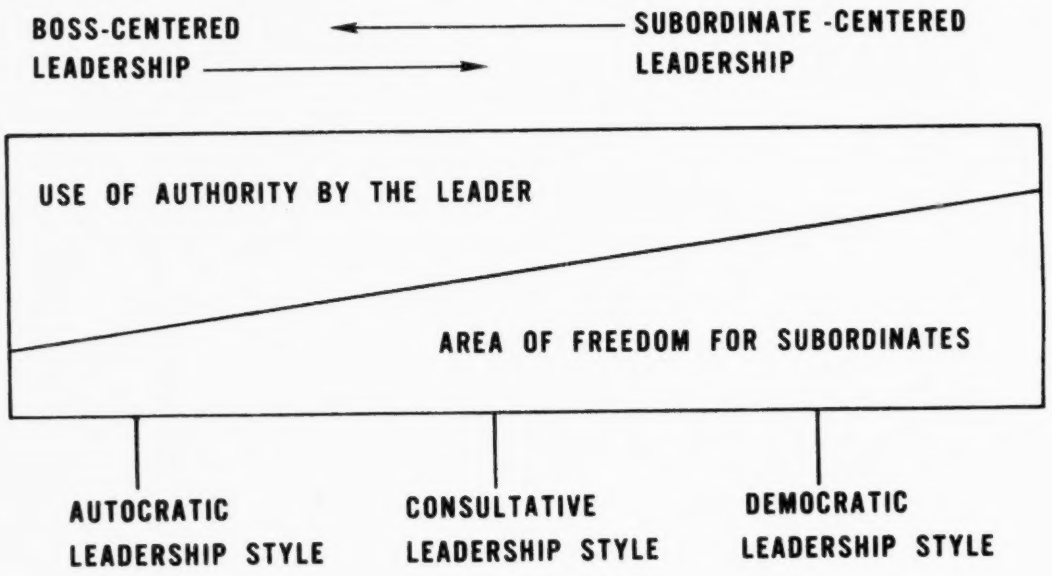
b. Personality traits play only a minor role in leadership style.

c. Personality probably influences style, but it is difficult to measure.

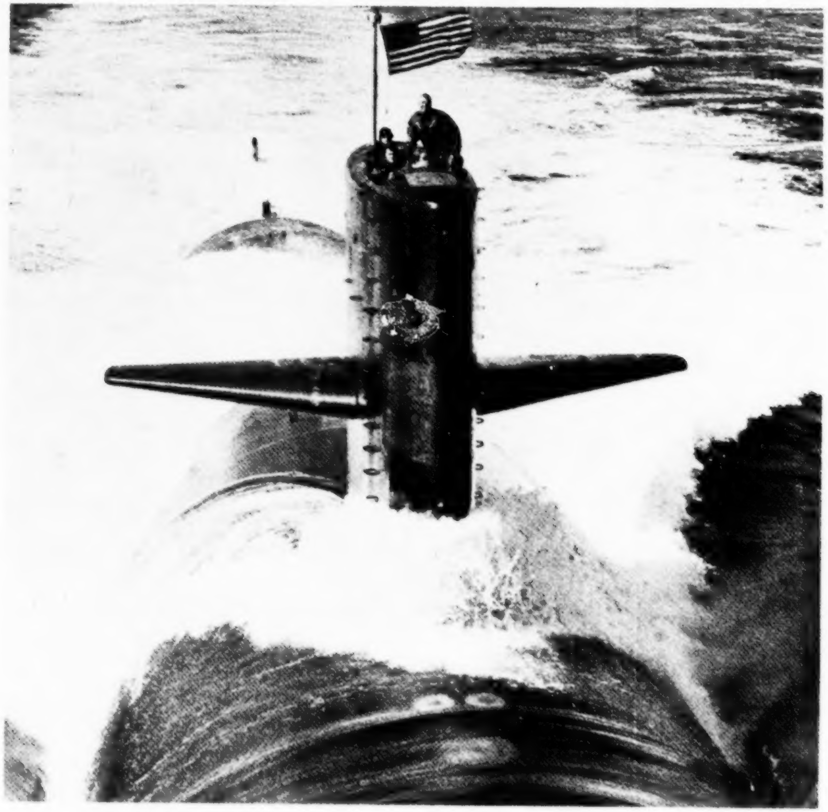
d. A leader's style is influenced by his personality.

Item 5.

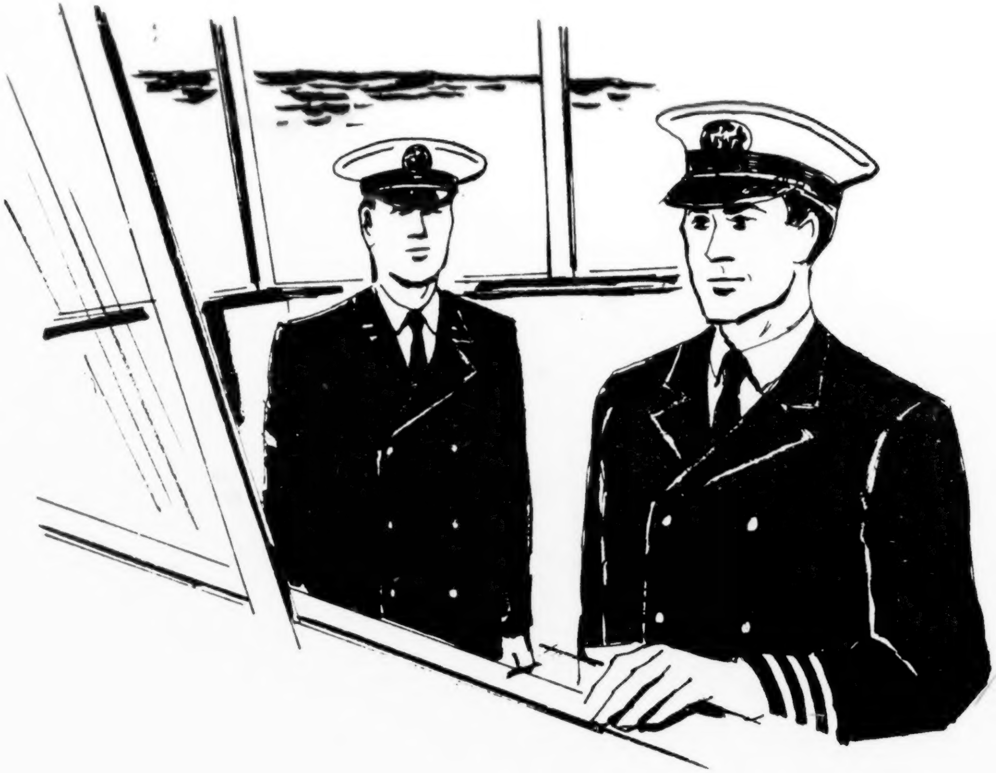
CONTINUUM OF LEADERSHIP (ADAPTED FROM TANNENBAUM AND SCHMIDT)


BOSS-CENTERED LEADERSHIP
SUBORDINATE -CENTERED LEADERSHIP
USE OF AUTHORITY BY THE LEADER
AREA OF FREEDOM FOR SUBORDINATES
AUTOCRATIC LEADERSHIP STYLE
CONSULTATIVE LEADERSHIP STYLE
DEMOCRATIC LEADERSHIP STYLE

Item 6.



Item 7.



Question 3.

What effect does a leader's competence have on his leadership style?

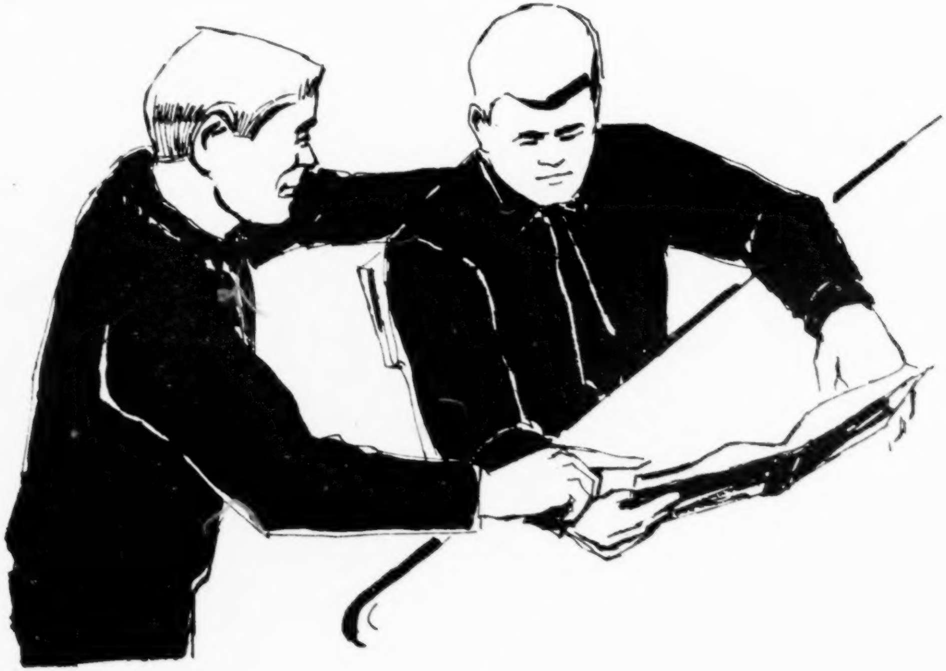
a. There is only a tenuous relationship between level of competence and leadership style.

b. A competent leader is apt to readily delegate authority and operate from a democratic style.

c. A competent leader will operate from an authoritarian style.

d. As subordinates become more competent, the leader becomes more autocratic.

Item 8.



Item 9.

DIAGNOSTIC SKILLS

1. OBSERVING
2. LISTENING
3. ANALYZING
4. PREDICTING

Question 4.

Which diagnostic skills must a leader have to be effective?

a. Action, assessment, analysis, and prediction

b. Listening, intervening, analysis, and trend setting

c. Observing, listening, analyzing, and predicting

d. Observing, acting, analyzing, and intervening

Item 10.

ACTION SKILLS

1. PLANNING LEADERSHIP STRATEGIES
2. MANIPULATING ORGANIZATIONAL CONDITIONS
3. BEHAVING EFFECTIVELY IN INTERPERSONAL SITUATIONS

Question 5.

Which action skills must an effective leader have?

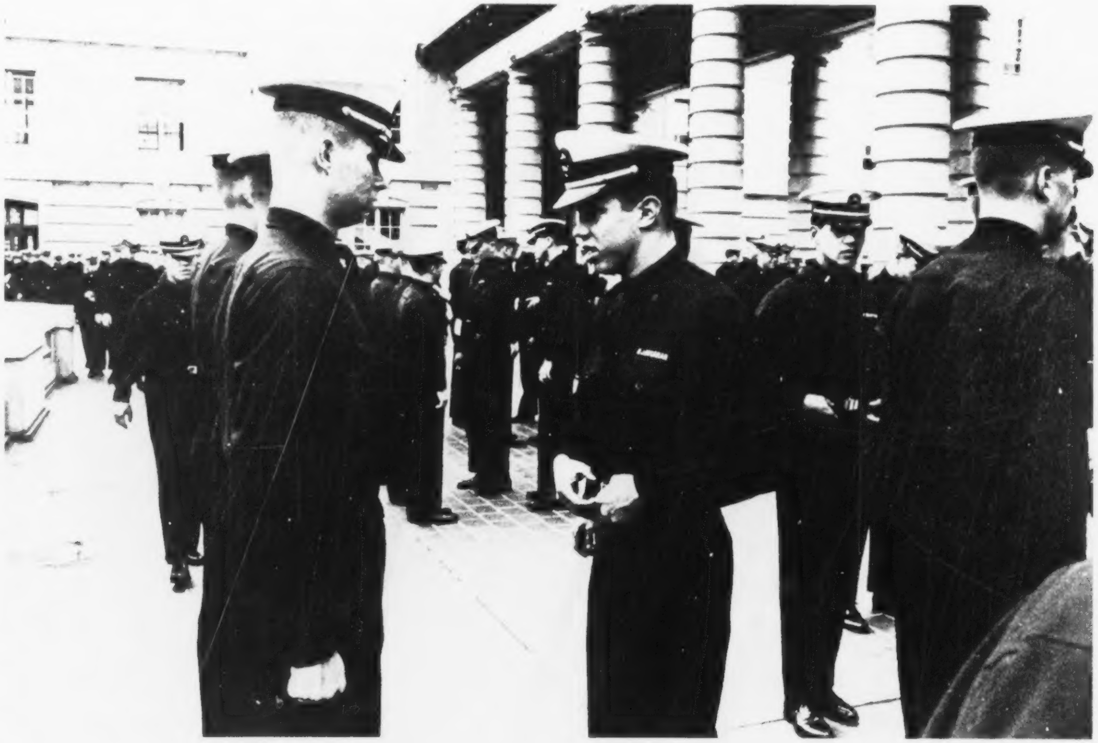
a. Assessment, analysis and prediction

b. Pointing out trouble areas, planning, leading, manipulating conditions, behaving effectively in interpersonal situations

c. Planning strategies, maintaining organizational conditions, and behaving effectively in interpersonal relationships

d. Planning leadership strategies, manipulating organizational conditions, and behaving effectively in interpersonal situations

Item 11.



Question 6.

A famous jet pilot took over the air group. His proficiency in flying was recognized throughout the Navy. His subordinates accepted any kind of leadership style from him, because they acknowledged his superior knowledge and familiarity with naval aviation--the carrier's reason for existence.

Which of the following best states this officer's position of status and/or esteem as it influences his leadership style?

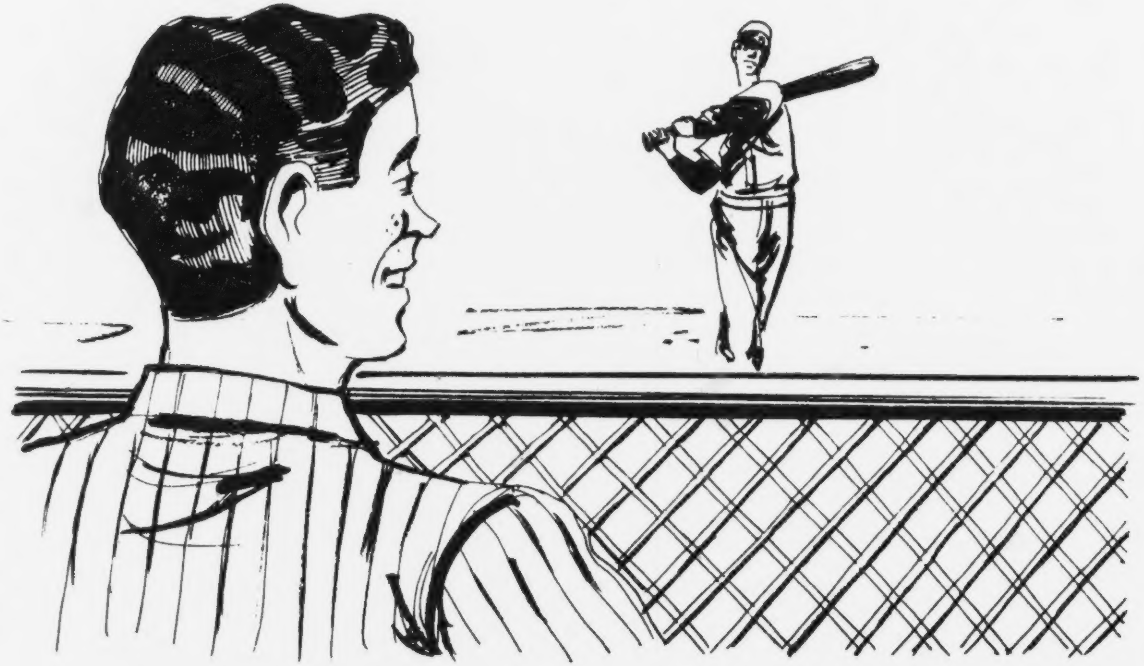
a. Since he had both status and esteem, he could use any leadership style and be effective.

b. Since he was recognized as an authority on jet flying, he would be most effective as an authoritarian leader.

c. Acceptance by his subordinates meant this leader could be most effective operating with a democratic style of leadership.

d. Since he had both status and esteem he could optimize his effectiveness by using a style midway on the leadership continuum.

Item 12.



Question 7.

A young naval officer, LTJG Grover, was an admirer of the late President Kennedy. He had read and reread books both by and about President Kennedy, and was continually looking for ways to behave in the Kennedy manner in the leadership situations he (Grover) encountered as a naval officer.

Which statement correctly describes the way in which the Kennedy role model influenced this young officer's behavior?

a. The officer patterned his leadership style after President Kennedy's.

b. The officer recognized that President Kennedy had established a place in the annals of naval history.

c. The officer selected President Kennedy as an authority on leadership.

d. The officer rejected his own leadership style and substituted President Kennedy's style for his own leadership style.

Item 13.

THEORY X	THEORY Y
The average human being has an inherent dislike for work and will avoid it if he can. Because of this human characteristic (dislike of work), most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, and above all wants security.	The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed. Commitment to objectives is a function of the rewards associated with their achievement. The average human being learns, under proper conditions, not only to accept but to seek responsibility. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Question 8.

Which of the following assumptions about human nature fit Theory X?

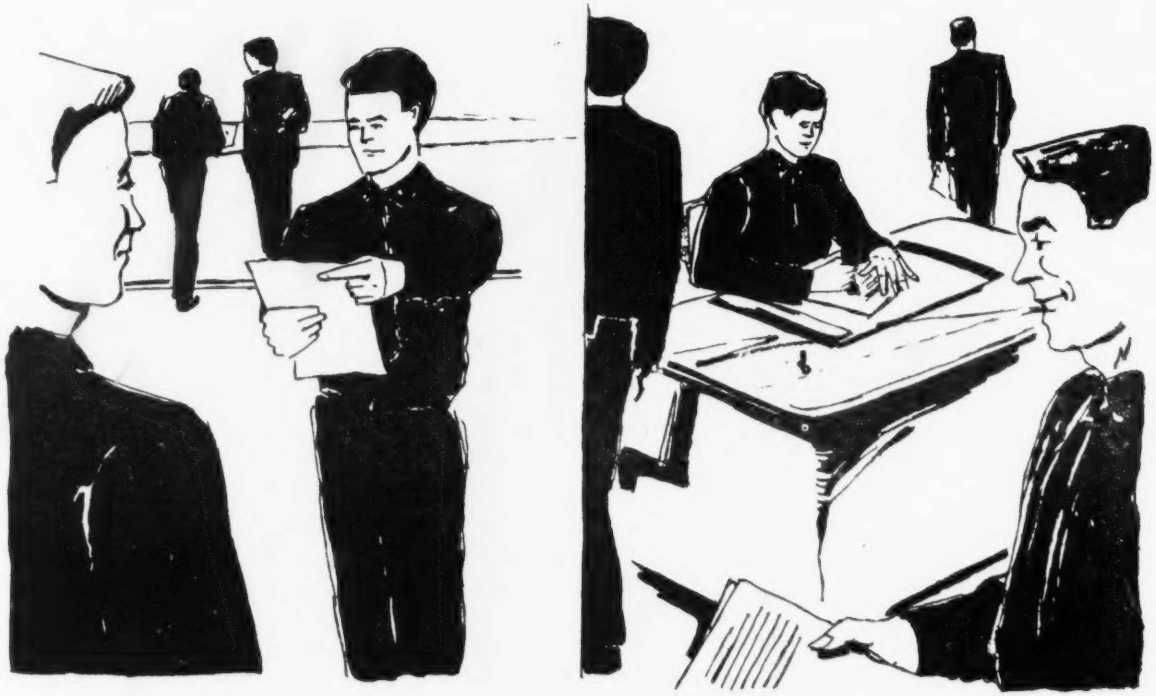
a. Man dislikes work.

b. Man seeks direction.

c. Man needs security.

d. All of the above

Item 14.



Question 9.

LTJG Preston is an overbearing egoist and believes he really understands his men. He believes that the sailor's first need is a liberty card, and that the average sailor is brave, but will avoid work if he possibly can.

What effect might LTJG Preston's belief have on his leadership style?

a. He'll probably be sympathetic and democratic, since he thinks he understands how sailors really think.

b. He'll be more of a follower than a leader because of his beliefs.

c. He'll probably be authoritarian and autocratic, since he thinks he understands how sailors really think.

d. None of the above

Question 10.

Which of the following assumptions about human nature fit Theory Y?

a. Recreation and work are similar.

b. Many people are creative.

c. Intellectual potential is not always used fully.

d. All of the above

Question 11.

LTJG Grey is the sort of officer who feels there is inherent good in everyone. He believes that if sailors understand objectives, they will work on their own towards mission accomplishment. Grey has great faith in his men and encourages them at every possible opportunity.

What effect should this type of attitude have on LTJG Grey's leadership style?

a. He'll be more autocratic.

b. He'll probably be more democratic.

c. He'll change his style, for his beliefs will change.

d. None of the above

Question 12.

Which one of the following correctly describes where leaders having Theory X and Theory Y attitudes are likely to fall on the leadership continuum?

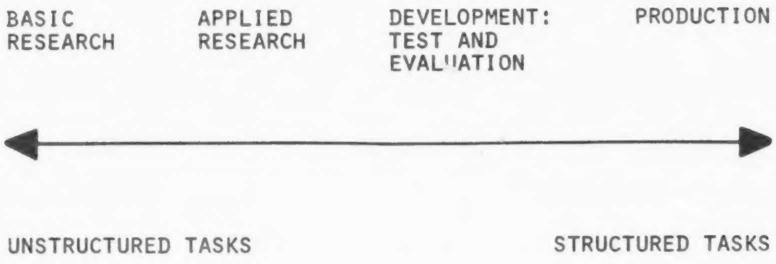
a. Advocates of both theories tend to shift to the right.

b. Advocates of both theories tend to shift to the left.

c. Advocates of Theory X tend to shift to the right, advocates of Theory Y, to the left.

d. Advocates of Theory X tend to shift to the left, advocates of Theory Y, to the right.

Item 15.



BASIC RESEARCH

APPLIED RESEARCH

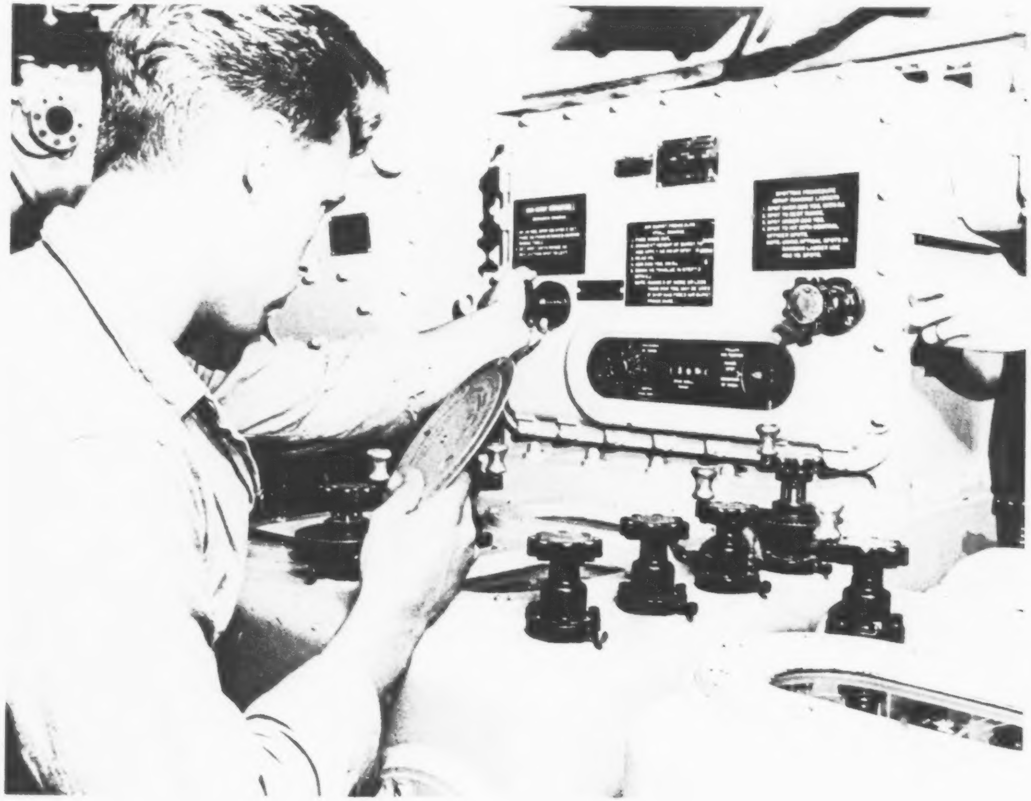
DEVELOPMENT: TEST AND EVALUATION

PRODUCTION

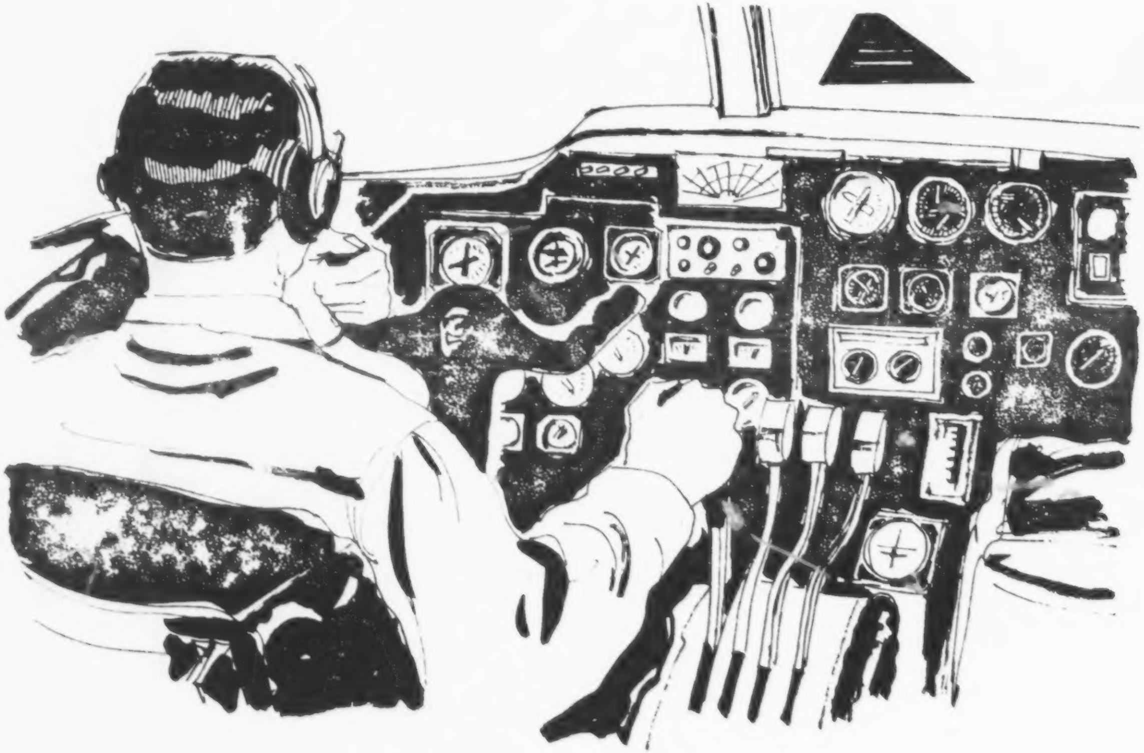
UNSTRUCTURED TASKS

STRUCTURED TASKS

Item 16.



Item 17.



Question 13.

A drill sergeant at a Marine recruit training command usually operates from a strictly authoritarian style. He "pushes boots." He allows minimal freedom to subordinates. Conversely, the same individual placed in charge of a substation of a recruiting area may be very democratic in his relationships with subordinates.

Which statement correctly describes the effect that functional specialty may have on leadership style?

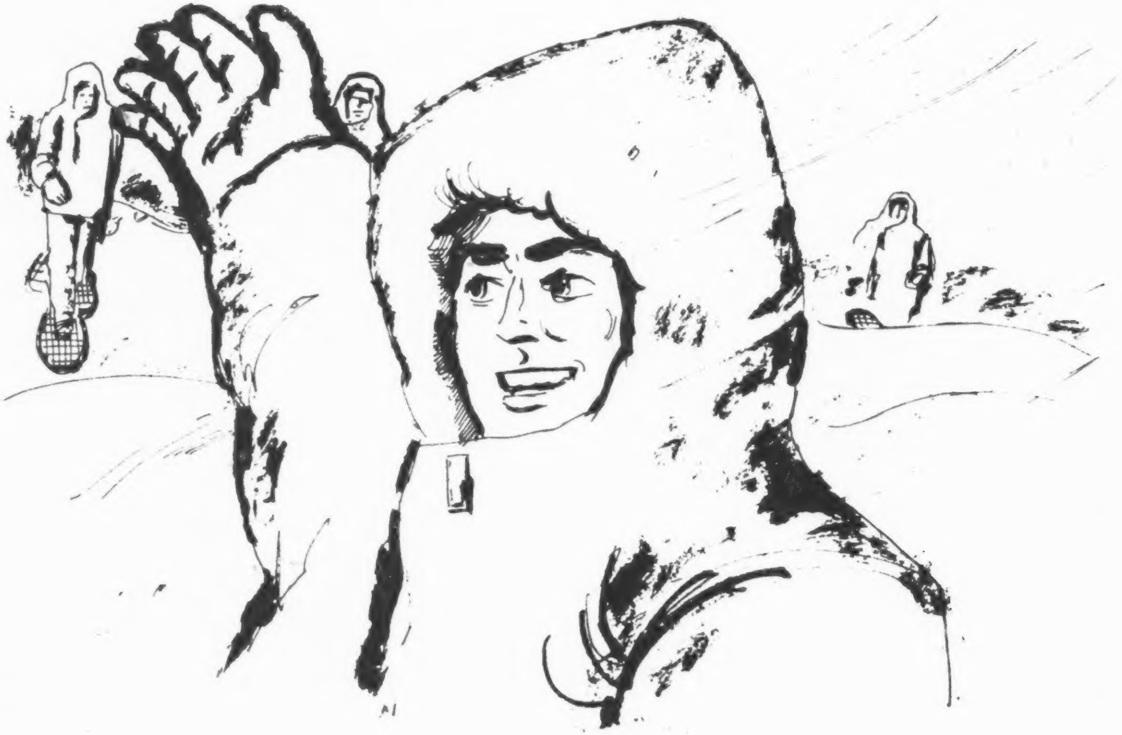
a. The less structured the task, the more authoritarian a leader must be to get a job done.

b. The more experienced the subordinate group, the more authoritarian a leader must be to get the job done.

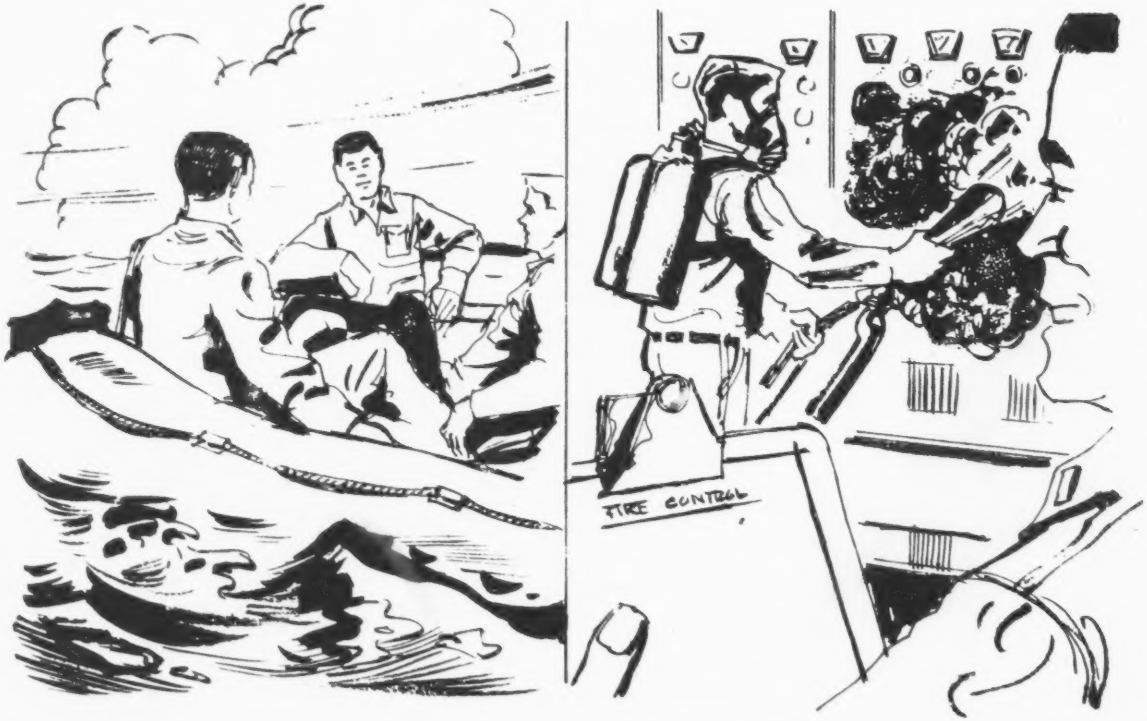
c. The more structured the task, the more authoritarian a leader must be to get the job done.

d. Functional specialty has no bearing on leadership style.

Item 18.



Item 19.


FIRE CONTROL

Question 14.

LTJG Fair, in fighting a fire aboard ship, handled his men in an authoritarian manner. On another occasion, when he was in charge of a prolonged shore patrol, on which watches were doubled up under the threat of riots, he was much more group-oriented in his concern for food, rest, and welfare of his men.

Which one of the following correctly describes the effect that stress may have on leadership style?

a. A stressful situation calls for an authoritarian leader (task-oriented).

b. A stressful situation calls for a democratic leader (relationship-oriented).

c. A stressful situation calls for an emergent leader.

d. The nature of the situation will determine which type leader (task-oriented or relationship-oriented) is best under stressful conditions.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment III
Determiners of Leadership Style: The Leader

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

PROGRESS CHECK

Question 1.

From the following statements select the one which identifies the factors involved in the early confusion surrounding research in the study of leadership.

a. Early research in the study of leadership was concerned with the role of the follower and his influence on the leader rather than leadership style.

b. An element of confusion in the earlier studies of leadership was the failure to distinguish between the process of leadership and the leader involved in that process.

c. Early research in the study of leadership was confused as to the relative importance of leadership training and the social climate surrounding the leader.

d. All of the above

Question 2.

Which correctly describes the change in focus by researchers on the determiners of leadership style?

a. Changed from studying leader's performance characteristics to studying the varying performance of groups under different stress conditions

b. Changed from studying the social characteristics created by several styles of leadership to studying the varying performance of leaders exposed to different types of training

c. Changed from studying leaders' personality characteristics to studying the varying personality of leaders in different groups

d. None of the above

Question 3.

LTJG Stokes was asked by his Commanding Officer to assume responsibility for the publication of a weekly newsletter dealing with matters of intramural significance aboard a large carrier. The immediate task facing Stokes, who had been chosen for his demonstrated ability at task-oriented efficiency and organizational skill, was to put the publication on a predictable production schedule. Stokes analyzed the situation and decided that the problem was one that was basic to most instances of organizational inefficiency--the newsletter personnel were simply not motivated to get the job done and therefore required firmer leadership with a more identifiable cause and effect relationship assigned to their efforts or non-efforts as the case may be. Stokes established semi-weekly copy deadlines and initiated a weekly work flow chart with all staff members reporting directly to him on a more frequent basis. Some of the effects of LTJG Stokes' innovations were immediately apparent. The weekly newsletter became weekly once more and efficiency picked up markedly.

With reference to the above example, which of the following statements explains the probable cause of LTJG Stokes' initial leadership style?

a. LTJG Stokes' personality structure was of a basically democratic style.

b. LTJG Stokes' lack of expertise in the field of journalism led to the adoption of this leadership style.

c. LTJG Stokes' assumptions about human nature caused him to adopt this leadership style.

d. All of the above

Question 4.

From the following choices select the statement which correctly describes the effect the leader's job competence may have on his choice of leadership style.

a. An incompetent person is more apt to take risks in order to accomplish the task and therefore tends toward a democratic style of leadership.

b. The competent person is secure in his perception of self-concept and identification and therefore tends toward a democratic style of leadership.

c. A competent person may tend to display an authoritarian leadership style while an incompetent person may tend to delegate authority more freely in the hope that somehow the job will get done.

d. Both a and c

Question 5.

From the following statements select the one which correctly describes the way in which role models may influence leadership style.

a. Role models influence leadership style through the establishment of clearly defined roles and regulations regarding leadership conduct.

b. Role models establish recognizable patterns of desired conduct which may later be reflected in leadership styles.

c. Ultimate leadership styles often reflect the influences of an individual's parents, teachers, ministers, peers, and seniors who have served as role models.

d. Both b and c

Question 6.

Select from the following choices the statement which correctly describes the effect that functional specialty may have on leadership style.

a. Structured tasks such as production-oriented assignments require task-oriented leaders who would tend toward authoritarian style.

b. Research has indicated that leadership style is constant and will not change noticeably even though the function is altered.

c. Unstructured tasks such as basic research require a relationship-oriented leader who would be inclined toward democratic style.

d. Both a and c

Question 7.

From the following choices select the statement(s) which describe(s) the effect that stress may have on leadership style.

a. Whether a task-oriented or a relationship-oriented leader is best under stressful conditions is dependent upon the situation.

b. Stressful conditions tend to compel a leader to become more relationship-oriented.

c. Stressful conditions tend to produce laissez-faire leadership styles.

d. All of the above

Question 8.

Which correctly describes the effect that adoption of Theory X may have on leadership style?

a. The leader who adopts Theory X has a greater tendency to be autocratic.

b. The leader who adopts Theory X has a greater tendency to be democratic.

c. The leader who adopts Theory X has a greater tendency to establish conditions based on mutual understanding.

d. The leader who adopts Theory X has a greater tendency to act in a laissez-faire manner.

Question 9.

Which correctly describes the effect that adoption of Theory Y may have on leadership style?

a. The leader who adopts Theory Y has a greater tendency toward task-oriented leadership style.

b. The leader who adopts Theory Y has a greater tendency to be autocratic.

c. The leader who adopts Theory Y also believes that he must coerce, control, direct and even threaten his subordinates to get them to put forth adequate effort toward achievement of organizational objectives.

d. The leader who adopts Theory Y has a greater tendency to establish conditions based on mutual understanding.

Question 10.

From the following choices select the statement which correctly describes the relationship of Theories X and Y to the leadership continuum.

a. The style of the leader who subscribes to Theory X tends to fall on the authoritarian side of the continuum.

b. The style of the leader who subscribes to Theory Y tends to fall on the democratic side of the continuum.

c. The style of the leader who subscribes to Theory X tends to fall on the democratic side of the continuum.

d. Both a and b

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT III

REMEDIATION TEXT Audio Script, Volume VII- A

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-2
2	d	Pages 1-2
3	c	Page 11
4	b	Pages 5-7
5	d	Pages 10-11
6	d	Pages 12-16
7	a	Pages 14-16
8	a	Pages 11-12
9	d	Pages 11-12
10	d	Pages 11-12
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment III
Determiners of Leadership Style: The Leader

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

In the previous lesson we discussed leadership style and differentiated between style and behavior. Remember that leadership style refers to how a leader goes about fulfilling his responsibilities, and behavior refers to what he actually does. We learned that there are various theories of leadership style, but basically, these theories deal with two kinds of leadership: one, task-oriented--that is, when a leader is chiefly oriented towards accomplishing his mission; and two, relationship-oriented--that is, when the leader is chiefly oriented toward the needs of his subordinates. We found that there are three basic factors which influence leadership style: namely, the leader, the situation, and the follower group. (Pause)

Now look at Item 1.

In this lesson we shall center our discussion on the first of these determiners, the leader. What is there about a leader himself which causes him to adopt a particular style of leadership? What is there about a new leader which, even with a constant situation and an identical follower group, makes immediately obvious a difference in what we call leadership style? In the Navy, for example, whenever a change of command occurs, every crew member immediately notices a change in the tempo of activities on the ship, a difference that can be attributed only to the presence of a new Captain on the bridge. Let's look for a moment at the history of the study of leadership. Leadership was first studied on the basis of personality traits. There was no attempt to study leadership as a process or to differentiate it from the leader as a person. In the 1930's, however, Kurt Lewin and his co-workers, pioneers in studies of group dynamics, turned their attention to the social climates created by various styles of leadership (authoritarian, democratic, laissez-faire). In their concern with the social climate surrounding the leader, Lewin and his colleagues broadened the study of leadership by directing attention to the group. The Lewin studies showed that groups reacted differently under different styles of leadership. The groups reacted favorably toward democratic leadership by displaying enjoyment, pursuing constructive work, and by continuing to function effectively even in the absence of the leader. Lewin's studies shifted the emphasis in the study of leadership away from the leader himself and onto the followers, or the group. Hollander and Julian, in their summary of the historical development of the study of leadership, point out this trend toward the situational approach: that is, the study of leaders in terms of varying situations. The emphasis today, however, is on neither the personality traits of the leader nor the situation but rather on the interrelationships among the leader, the group (that is, the followers), and the situation.

Now look at Item 2.

There is no doubt that a leader's style is influenced by his personality. Not too long ago one of the Navy's anti-submarine warfare carriers was on deployment with the 6th Fleet in the Mediterranean. The new Commanding Officer was a strong, dynamic individual who had established an enviable record as a Navy jet pilot. He displayed great confidence in his fellow officers, and was well liked and respected by the crew. Morale was high. The ship established a number of record scores on competitive exercises. Mast cases were reduced and reenlistments increased. The personality of the Commanding Officer had ignited an enthusiasm throughout the ship. Naturally, not everything the Commanding Officer did was good, but the fact remains that his fearless, dynamic personality generated great devotion on the part of his followers. The Captain of the carrier described above had a pattern of personality attributes which made him highly successful in his role as a carrier captain. This does not mean, however, that one has to have one particular personality type in order to be a successful leader. The Commanding Officer who relieved him did not have as strong and dynamic a personality. His forte was his sincerity, his untiring effort to learn more about the ship, his willingness to listen to problems of his key subordinates, and his ability to focus quickly on the central issue. He lacked the colorful personality of his predecessor, but was, nevertheless, a successful leader. The two captains illustrate that successful leadership does not depend on any one special personality type. Your experience at the Naval Academy should have brought out this fact. Consider the two quite different personality types of two equally successful midshipmen company commanders. (Pause)

Now look at Item 3.

One, MIDN White, is an outstanding soccer player, known for his aggressiveness and desire to win on the soccer field. His ability to generate enthusiasm within the company has made him an outstanding company commander. (Pause)

Now look at Item 4.

The other, MIDN Brown, though quiet and scholarly, inspires confidence and loyalty among his men by showing a genuine interest in each individual's welfare and problems. Mere possession of positive traits such as loyalty and trustworthiness does not make a man a good leader. There is evidence to support the view that leaders, on the average, do have more of certain traits than do followers. The well-known authority on leadership, psychologist R. M. Stogdill, conducted a series of studies in the late 1940's in which it was found that leaders possessed many positive traits more frequently than did their followers. Among these traits were intelligence, scholarship, dependability, social participation, and social and economic standing. Surprising as it may seem, Stogdill also reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, and verbal facility. The point to be remembered is this: though a person may have the personality traits usually found in good leaders, these traits, per se, do not make him a successful leader. As a future officer, you will develop your own particular style (or styles) which will be determined, not only by the various situations you encounter, but also, to a large degree by your personality. (Pause)

Personality is, no doubt, the most important influence on a leader's style, but not the only one. Occasionally, people are placed in leadership roles who lack the prerequisites to serve in those roles. (Pause)

Now look at Item 5.

These incompetent leaders tend to shift to the left of the leadership continuum. They become more autocratic when they sense they are not doing their jobs well. Fortunately such incompetency is usually quickly recognized by seniors, and incompetent leaders don't generally survive the competition of selection. Conversely, the leader who is competent tends to lean to the right on the continuum, freely delegating authority. The competent personality, secure in his perception of self, has a broader outlook and is more likely to accept risks than is the incompetent personality, who tends to seek security. Navy Regulations require that the Commanding Officer provide training for his junior officers. If this training has been done properly, a CO can feel quite secure in delegating authority. (Pause)

Now look at Item 6.

Consider this example of a competent leader freely delegating authority. A submarine was about to embark on the difficult navigational task of leaving Pearl Harbor. The Captain of the sub, who might have taken over the conn in this situation allowed a LTJG, whom he knew to be fully qualified to handle the task, to remain at the conn. Whereas this Commanding Officer had justifiable confidence in the training he had given this particular junior officer, it is quite possible that another captain, negligent in his responsibility to train junior officers, might feel less secure when it came to delegating authority. (Pause)

Now look at Item 7.

Consider the CO who, though an outstanding shiphandler himself, would never let his junior officers take the conn during anything but routine maneuvers. Consequently, at the end of a cruise, only two out of the 23 junior officers aboard had received fleet OOD qualification. Here is a case of a CO being reluctant to delegate authority because he had not determined the competence of his subordinates. (Pause)

To be effective, a leader must concentrate on the needs of the situation, and after assessing the factors, take an appropriate course of action. This calls for two types of leadership skills; specifically, diagnostic skills and action skills. Just as a medical doctor has to diagnose a patient to determine what is wrong before prescribing treatment, so must the effective leader be able to analyze a situation, through both direct and indirect observation. He must also be able to predict eventualities that might result from current situations. Following his diagnosis, the effective leader must also be skillful in taking action. Action skills may range from planning leadership strategies, to manipulating organizational conditions, to behaving effectively in interpersonal situations. (Pause)

Now look at Item 8.

It shows an example of a squad leader at the Naval Academy who demonstrates both the diagnostic skills of observing, listening, analyzing and predicting and the action skills of planning leadership strategies, manipulating organizational conditions, and behaving effectively in interpersonal situations which are essential for good leadership. (Pause)

Now look at Item 9.

How were these diagnostic skills effectively applied by the squad leader in our example?

This squad leader noticed that a plebe in his squad was failing a course. This fulfills the observing function. He spoke to the plebe about the situation in order to obtain his opinion of the problem. This completed the listening function. The squad leader analyzed the plebe's situation and found that one of the reasons for his failing marks was that he never got around to doing the lesson assignments for the course. He then predicted that if he "got on the plebe's back" for failing, it would probably make the situation worse.

Now look at Item 10.

Having diagnosed the problem, these action skills should be applied to the resolution of the problem.

The squad leader in the example above skillfully planned his leadership strategy in the following manner. He had the plebe submit his lesson assignments to him before each class to make sure he had completed and understood them. No organizational manipulations were required but he did interact effectively by personally coaching the plebe in areas which required extra work. Under the skillfully applied leadership of his squad leader, the plebe received an "A" in the course.

As we have seen from the above illustration, the effective junior officer must not only be capable of finding out what is wrong, but also be able to take corrective action. He may have to discuss a problem with his senior petty officers to determine the best course of action; he may have to make some organizational changes in his division; or he may have to improve communication with his subordinates. Without these diagnostic and action skills, effective leadership is impossible.

In some organizations, including the shipboard one, the real leader may not always be the man at the head of the organization. This is the "headship" versus "leadership" controversy which a well-known management psychologist, Bernard Bass, pointed out in a 1960 study. Granted that the titular leader of an organization is the official with position status, this does not necessarily mean that he is accepted as the real leader by the organization. There are many instances in which a "figurehead" leader exists, but the actual running of the organization is accomplished at another level. We might say that the "figurehead" leader has status, but the real leader has esteem among his subordinates. The military leader generally starts operating in a position on the basis of status, and gradually wins esteem by his performance. (Pause)

Now look at Item 11.

You see an example of this progression at the Naval Academy, in the case of the youngster company commander, who is appointed to his position, and may or may not have the esteem of his classmates and the new plebes. It is up to him to win their esteem by his performance on the occasions when he can function as a leader. Bass, in investigating leadership style, found that leaders possessing both status and esteem can use any leadership style and be effective. An individual like Astronaut Neil Armstrong could move into a variety of leadership roles and be eminently successful because he possesses both status and esteem. It should be clear how status and esteem will affect you as a future officer. Even now, as you undertake leadership roles as a midshipman, you should keep in mind the question "How do my subordinates view me? Do they respect me only because of the stripes on my sleeve, or is there something above and beyond those stripes which makes them acknowledge me as a leader?" (Pause)

Still another factor which influences leadership style is the effect of a role model. A role model is an individual with some trait or traits that you greatly admire and strive to imitate; for example, as a child you might have had a parent, a teacher, a minister, or a peer as a role model. A youngster aspiring to become a cowboy might have a cowboy hero as a role model. (Pause)

Now look at Item 12.

A teenage baseball enthusiast might imitate a star player in the big league.

You, aspiring to become an officer, might be modeling your behavior to fit the image of one of your officers, of an upperclassman, or of a peer. The effects of such role models may be reflected in your future leadership styles.

A leader's view of human nature can influence his leadership style. Leaders who view human nature from the position that people are inherently lazy and will procrastinate whenever work is involved subscribe to what is known in management psychology as Theory X. Theory X holds that it is human nature to dislike work. Other leaders view human nature from the opposite position; namely, that people enjoy work. Those who take this view subscribe to Theory Y the antithesis of Theory X. (Pause)

Now look at Item 13.

Study the two contrasting theories. (Pause 60 sec)

Now look at Item 14.

Let's look at two midshipmen company commanders, one of whom operates according to a Theory X philosophy and one of whom operates according to a Theory Y philosophy. The company commander on the left subscribes to Theory X. He tends to be autocratic, and hesitates to delegate authority to his men, since he feels that they inherently dislike work and need constant prodding and direction. The commander on the right subscribes to Theory _Y_. He tends to be more democratic in his leadership style, believing that his men actually enjoy work, and freely delegates authority. Unlike the Theory _X_ commander, he believes his men will exercise self-direction and self-control. In spite of the pessimistic view of human nature presented by Theory _X_, it is a rare individual who doesn't have some area of interest. Perhaps the traditional school setting has failed to appeal to someone whose inclination is to work with his hands. One of your most perplexing problems as a junior officer will be that of motivating a subordinate who apparently has no interests.

In your perception of yourself as both a leader and as a subordinate, don't hesitate to act according to Theory _Y_ principles if the situation warrants it. It is a common mistake to believe that progress results from conforming rather than from being creative. You need only to read some of the precepts handed down from the Secretary of the Navy to the president of our Flag Officer Selection Board to see that this is not true. Your own judgment will have to dictate what is proper behavior; however, more and more attributes such as initiative, forward thinking, and ingenuity are being recognized by upper level selection boards.

Now look at Item 15.

Looking at the chart, you will get some idea of how the nature of the task enters into the choice of leadership style. Some tasks are highly structured, following step-by-step check-off list procedures in their accomplishment.

The preparation of a bomb for loading is an example of such a highly structured task. A leader whose main preoccupation is to ensure that each step of a task is performed correctly, and in sequence, would necessarily be inclined towards task orientation or authoritarian leadership style. On the other hand, in an area such as research and development, where tasks are mostly of unstructured nature, leadership style will vary from that used in overseeing structured tasks. The leader of basic research would be inclined, then, towards the democratic leadership style. There are other situations which would require a leadership style somewhere between the democratic and the authoritarian positions on the continuum. Most junior officer billets would fall into this category. The normal duties of a typical division officer call for him to supervise a number of subordinates with varied skills. He will at times be required to use an authoritarian style, such as when he is OOD, and at other times, to use a more democratic style, such as when dealing with his leading petty officers. One final remark is needed. Research supports the view that in pursuing unstructured tasks, in which the leader is not expected to be knowledgeable at all levels of a specialty that his subordinates possess, a relationship-oriented leader is best. (Pause)

Now look at Item 16.

A good example of this sort of leadership is the Fire Control Officer. He keeps the plotting room running smoothly, having established the competency of each of his subordinates and developed an atmosphere of trust among his men, some of whom are more specialized than he is. Research has also found that in pursuing structured tasks, in which a leader's job competence should exceed that of his subordinates, a task-oriented leader is best.

Now look at Item 17.

Take, for example, this Plane Commander who is skilled in all the operations of flying his aircraft and thus better able to supervise his subordinates. (Pause)

If there is one basic truth about the military profession, it is that it exists to protect and defend the safety and security of the country. Thus, military duty may, and often does, involve stress in combat as well as other situations. Every young Marine in recruit training knows he is being trained to be a combat fighter. Every young sailor attending boot camp realizes that as a member of the U.S. Navy he is likely to be assigned to sea duty which could bring his ship under direct threat from enemy action. Therefore, the subject of stress and its influence on leadership style is pertinent here. There is no doubt that the leader plays an important role in influencing the morale and adjustment of his group members under stress conditions. The military group which performs poorly or in a disorganized manner under stress conditions is in imminent danger of sustaining casualties or failing to carry out the mission. Under the threat of danger, the men must depend upon their leader's ability and judgment. One study which discussed survival training research found that the power exercised by the leader constituted one of the most important forces in maintaining survival. The leader contributes to morale by reducing anxiety and by preventing and alleviating stress-produced problems. In research on arctic conditions, it has been shown that psychological adjustment is related, not to the severity of the cold, but to the success or failure of leadership. (Pause)

Now look at Item 18.

This LTJG, in charge of a unit performing an extended mission in arctic cold, finds that he must continually exert forceful leadership to prevent his men from succumbing to the cold produced effects of isolation and lethargy. What happens under stress when there is no effective leadership? When the formal leader fails to exercise his power, panic, disorganization, even loss of life may ensue. Failure to exercise power may also result in dangerously long periods of shock. Ultimately, someone will emerge as a leader and do those things which the formal leader has failed to do. Should this be the case, it is hoped that the emergent leader will not be too late in bringing about the necessary adjustments. What type of leader is best under stressful conditions? Several researchers, including Bass and Torrance, have pointed out that groups under stress should perform better under leaders who structure the situation (task-oriented). On the other hand, Fiedler has evidence that supports the position that the people-oriented leader is more effective in some stressful situations. In conclusion, Fiedler has pointed out that whether a task-oriented or a relationship-oriented leader is more effective in relieving the stress depends on the particular situation. (Pause)

Now look at Item 19.

For example, on a life raft, or during the period of long isolation of a patrol on a security mission, a relationship-oriented leader would probably be more effective. On the other hand, during a fire fight, or in the event of a fire aboard ship, a task-oriented leader would be more effective. (Pause)

SUMMARY: In this lesson we have discussed how the leader himself acts as a determiner of leadership style. In addition to the personality traits of the leader, we discussed other basic factors influencing leadership style; namely, the follower group and the situation. Though personality appears to be the most influential factor, there can be no doubt that an interaction among all these factors determines leadership style.

This is the end of Part Seven, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

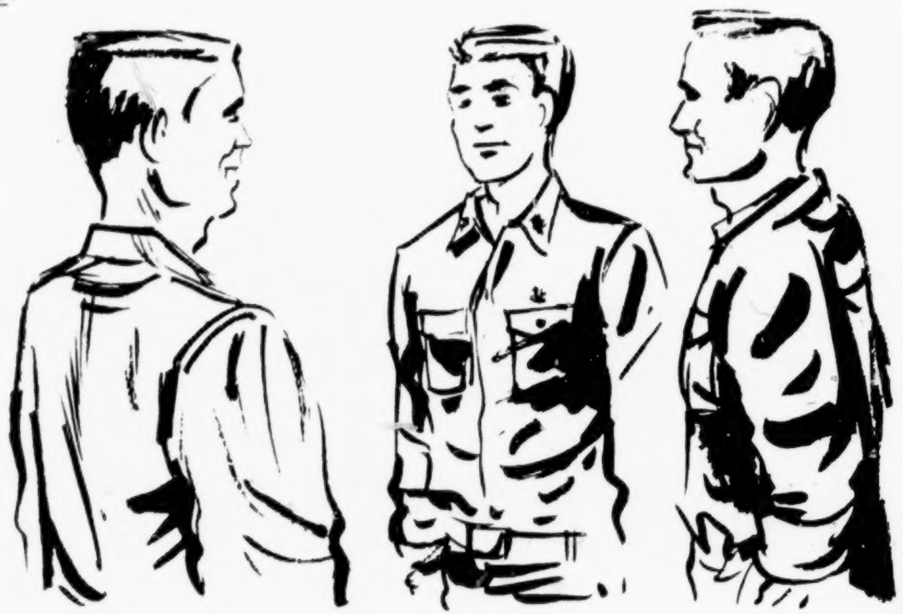
FOREWORD

> *"The true way to be popular with troops is not to be free and familiar with them, but to make them believe you know more than they do."*
>
> *W. T. Sherman*

The style of leadership used by a leader is the result of the interaction of the leader, the group he leads, and the situation in which they are interacting. Having examined the input of the leader to that interaction, we can now examine the other two inputs, the group and the situation. The organization, composition, purpose, and internal relations of the group all exert influence on the style the leader should adopt; each of these is examined for its effect. The situation, whether stress or non-stress, will greatly influence both the leader and the group--particularly a military group. Hence the effect of stress on a situation is examined. Other situational aspects, such as the leader's position power and the nature of the group task, are also studied to show how they too bear on the style of leadership. It can be readily seen that the leader's style may vary greatly as he proceeds through his daily activities. Also worthy of close examination is the natural tendency of a person to seek the esteem and affection of his associates. The leader may well desire to be popular with his followers. But if he actively seeks popularity, he may be risking failure as a leader. The military leader is often faced with giving orders unpopular with his followers but essential to mission accomplishment. If the leader strives for popularity, he will find it most difficult to issue necessary orders. Studies show that military effectiveness tends to be inversely related to leader popularity. The leader therefore must concern himself more with effective leadership and earning the respect of his subordinates than with popularity.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

Item 1.



Question 1.

Which one of the following best summarizes why the trait theory gave way to research in group dynamics and interpersonal behavior?

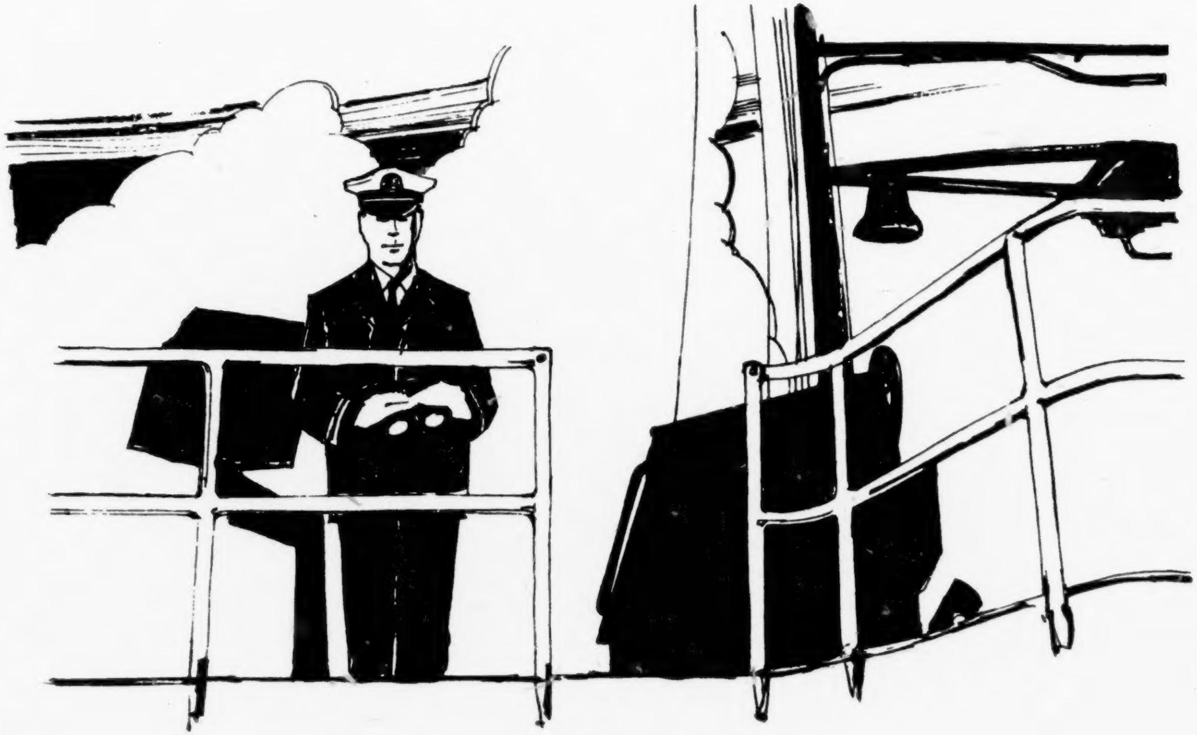
a. Since traits of people studying the trait theory were different, the trait theory became too complicated.

b. Although traits are useful tools for leadership, they can't guarantee good leadership.

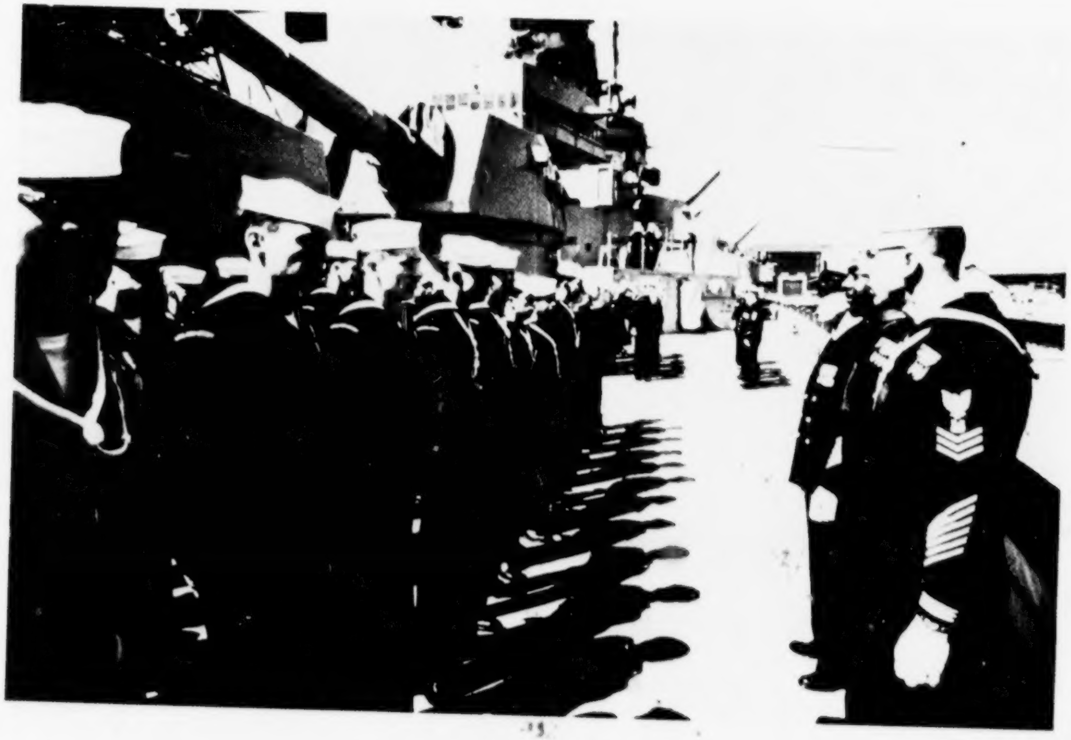
c. The trait theory neglected the influence of the group and situation, as determiners of leadership style.

d. The trait theory didn't work because too many leaders were unaware of the role of group dynamics in leadership.

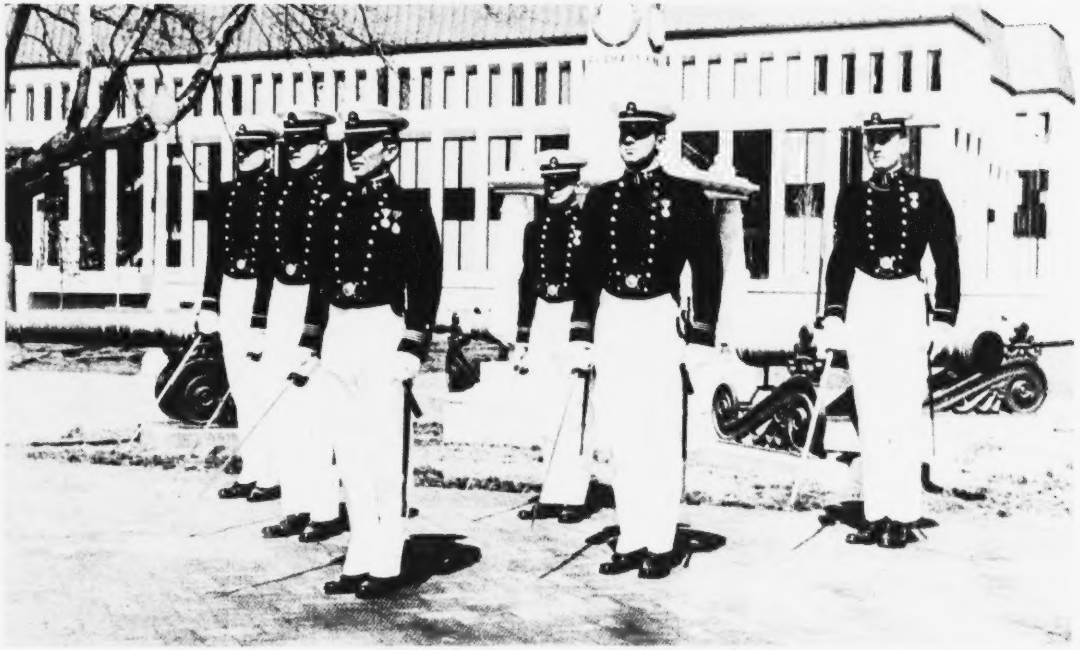
Item 2.



Item 3.



Item 4.



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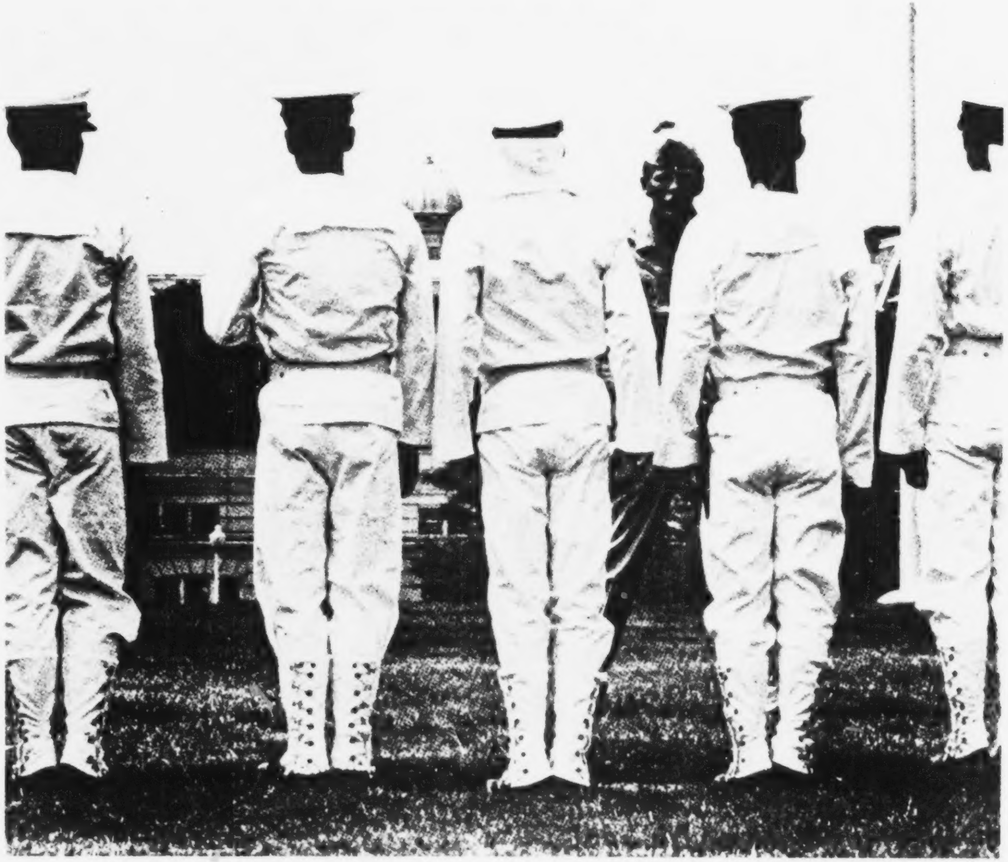

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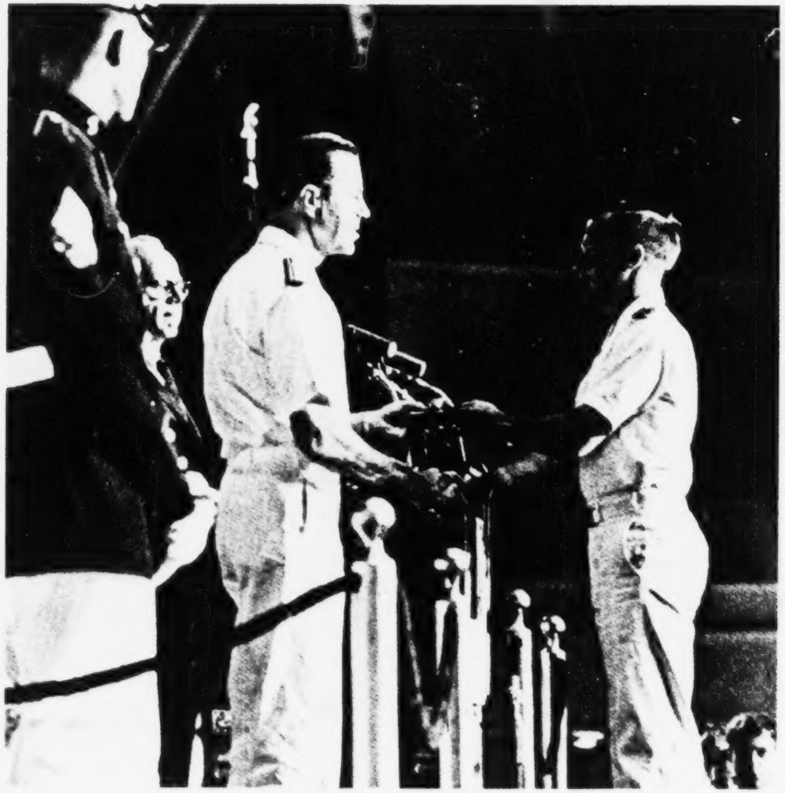


Item 7.

Question 2.

ENS Smith has been directed to conduct a thorough educational program on the long range effects of venereal disease. To do this, groups of off-watch personnel are mustered on the hangar deck for lectures. The composition of such groups represents a cross section of all the departments aboard ship.

Select from the following list the leadership style which ENS Smith might adopt before this heterogeneous group.

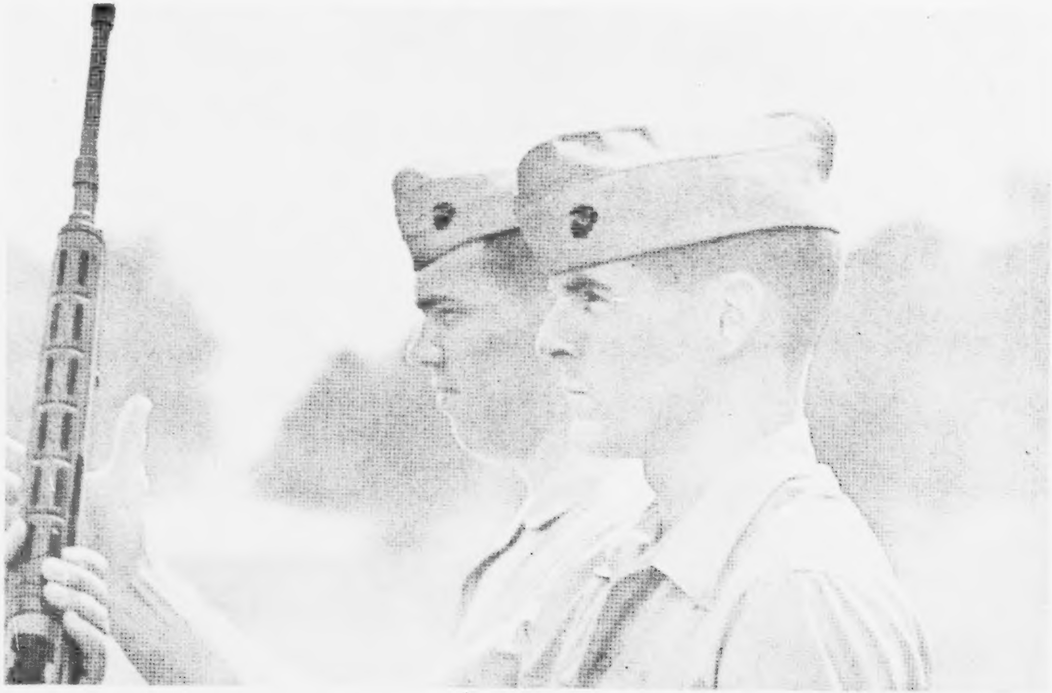
a. He will adopt a close approach in an effort to get more familiar with the men.

b. He will adopt a close approach in an effort to make the subject matter more easy to understand.

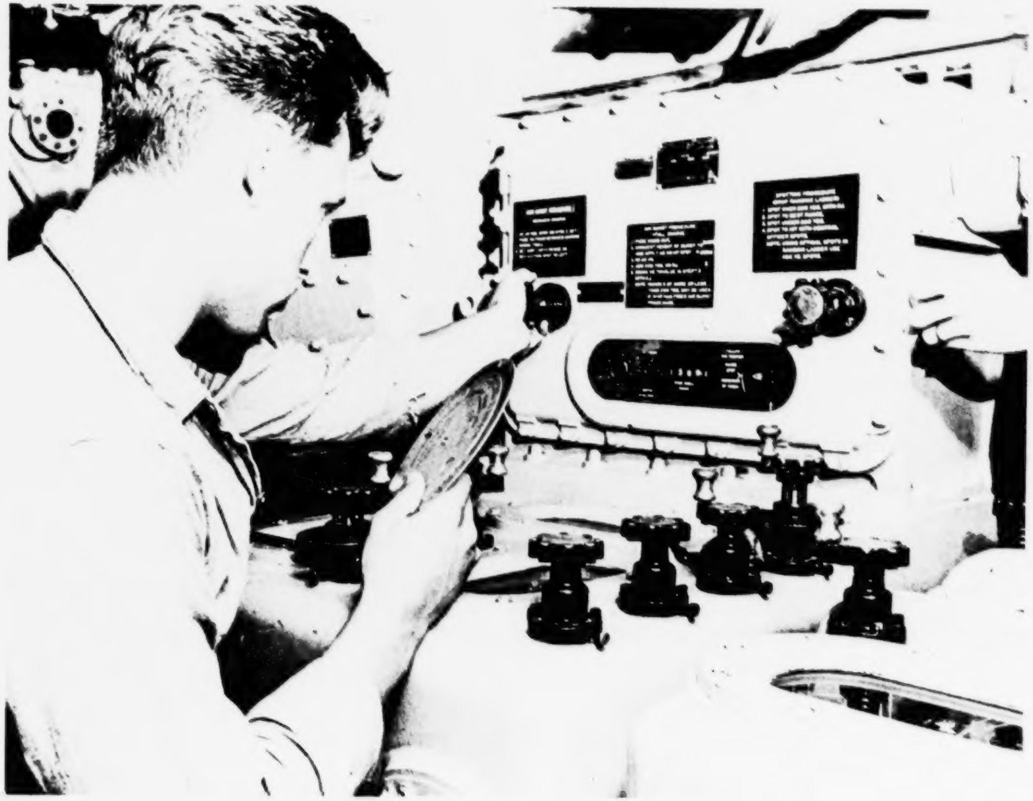
c. He will adopt a more distant approach to avoid the impression that venereal disease is a doctor's problem.

d. He will adopt a more distant approach because leading (and instructing) a heterogeneous group is difficult.

Item 8.



Item 9.



Question 3.

When ENS Stanley took over as the R Division junior officer, he was surprised to note the high degree of skills his personnel possessed. Several of the men had been journeymen in their trades in civilian life before entering the Navy. While most of them needed to adapt their skills to specific shipboard problems, many of their work tasks (such as machine shop operations, welding, etc.) were identical to their civilian experiences.

Assuming that ENS Stanley's background was such that he did not have the same practical knowledge that his men possessed, what effect might this have on his leadership style?

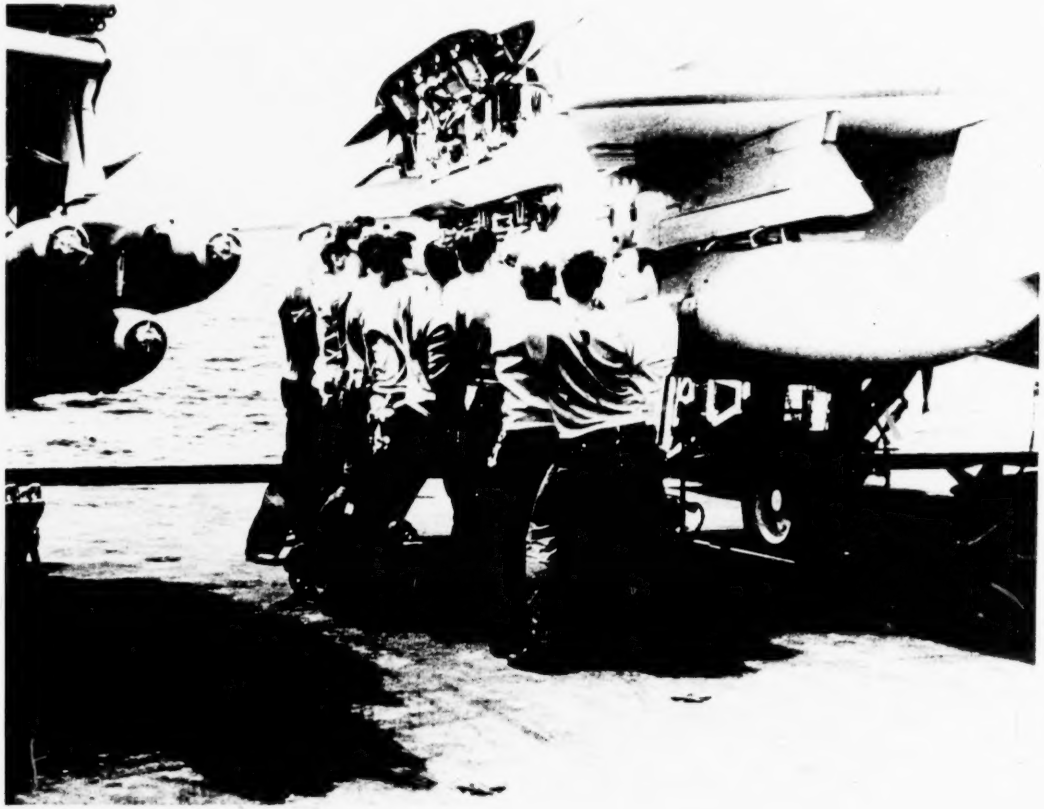
a. He'll probably have to operate more autocratically, since he is not as competent

b. He'll have to balance his style about midway on the continuum, giving the subordinates some freedom, but maintaining most of the authority.

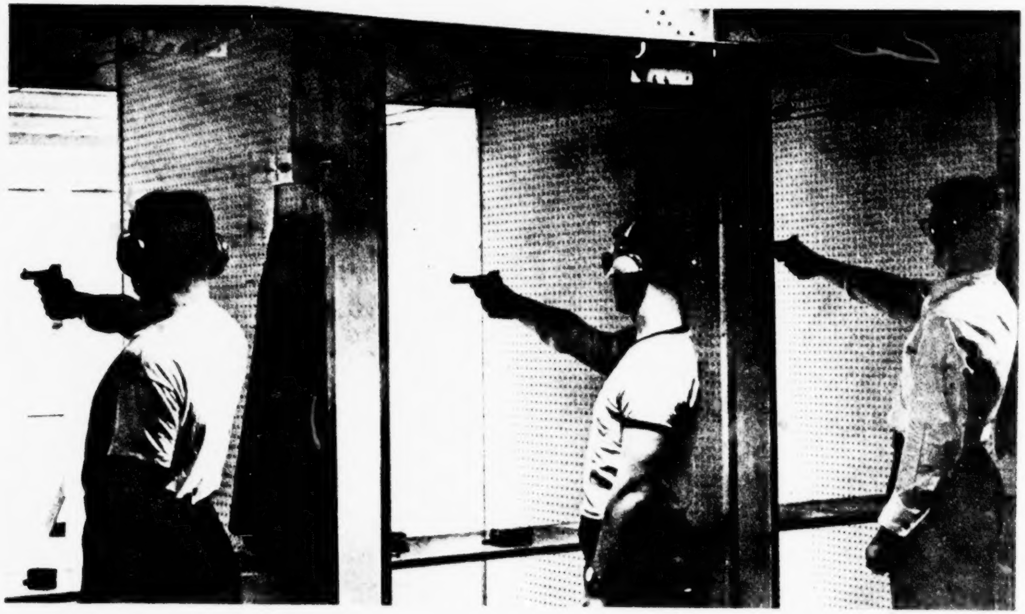
c. He'll have to be a figurehead leader and let someone else take over the division.

d. He'll have to involve his subordinates in the decision-making process and exact from them the responsibility for task performance.

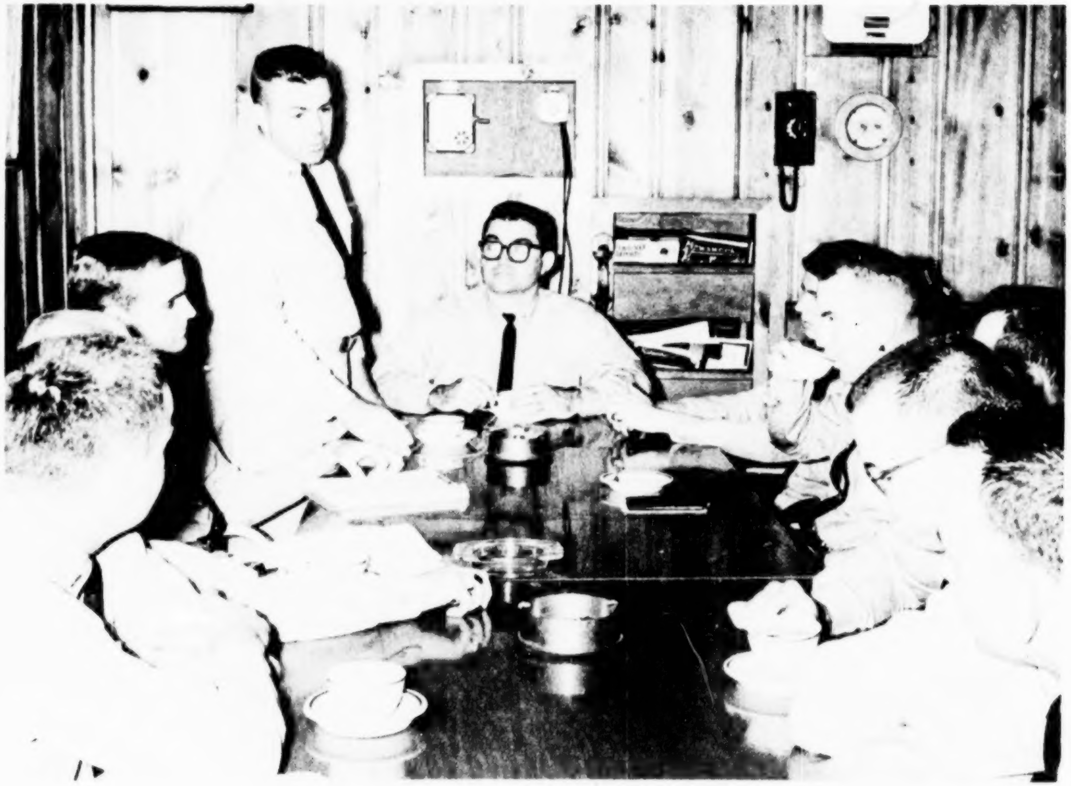
Item 10.



Item 11.



Item 12.



Question 4.

The Executive Officer of a DD is asked to settle a dispute--two departments of his ship appear to be in conflict. The Chief Engineer insists he cannot furnish personnel for a commissary working party, without stopping important repair work in the forward engineroom. The Supply Officer claims he needs more people than ever, because of the larger volume of bulk stores to be brought aboard. Both engineering and supply groups are working together for the good of the ship. However the personnel demands of the commissary working party run counter to the purposes of the engineroom repairs.

How does this counteracting group situation affect the leadership style of the Executive Officer?

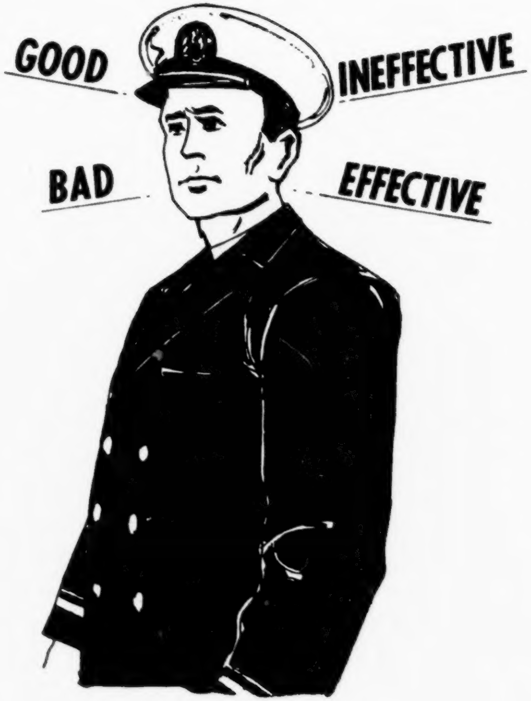
a. Not at all--the Executive Officer will retain his autocratic way of dealing with the situation.

b. The Executive Officer is in a difficult position and whatever decision he makes will be unpopular.

c. The Executive Officer will act as negotiator between the supply and engineering departments.

d. The Executive Officer rides the fence, hoping one or the other of the counteracting pair will accede to the other.

Item 13.


GOOD
INEFFECTIVE
BAD
EFFECTIVE

Question 5.

Which one of the following explains why some people desire to be followers?

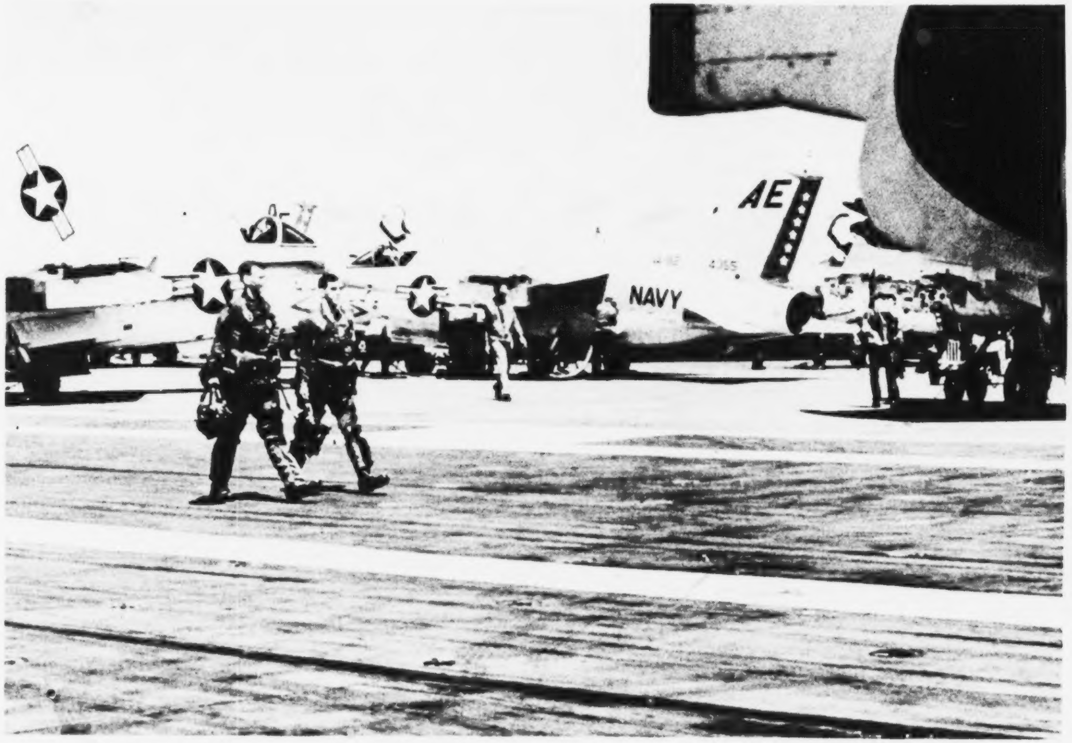
a. People are inherently lazy and will not use their own initiative.

b. Some people do not have the traits to be leaders.

c. Some people are followers by nature and don't want to assume responsibilities.

d. Some people can do better as followers because they hate responsibility.

Item 14.



Question 6.

Which one of the following summarizes how different follower groups may influence your choice of leadership style?

a. As you gain more experience in your career, leadership style is bound to change, regardless of group influence.

b. Each group has its own purpose and personality patterns; therefore, you must be perceptive and responsive.

c. The larger the ship, the larger the group, the more autocratic style is needed.

d. Groups are made up of individuals; thus, a flexible leadership style is necessary.

Question 7.

Which of the following best describes(s) the way to classify types of situations?

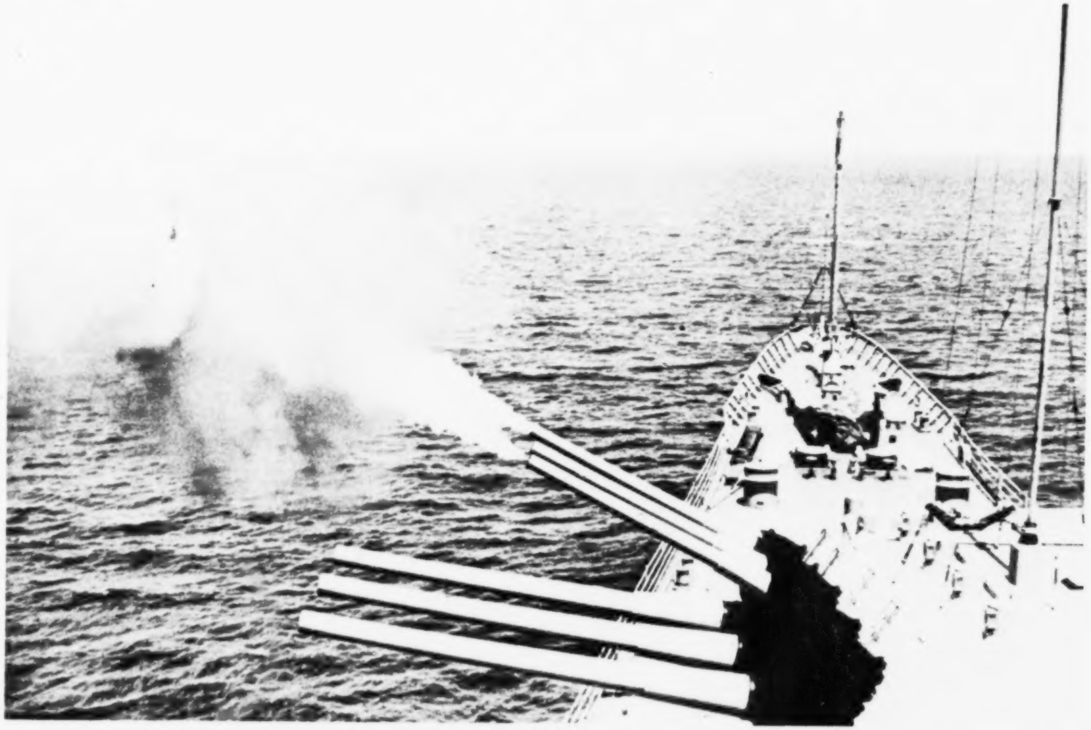
a. No clear-cut system of classifying situations which may affect a leader's style, has been developed.

b. All situations may be classified according to their perception by the followers.

c. For discussion purposes situations may be classified as stress or nonstress.

d. Both a and c

Item 15.



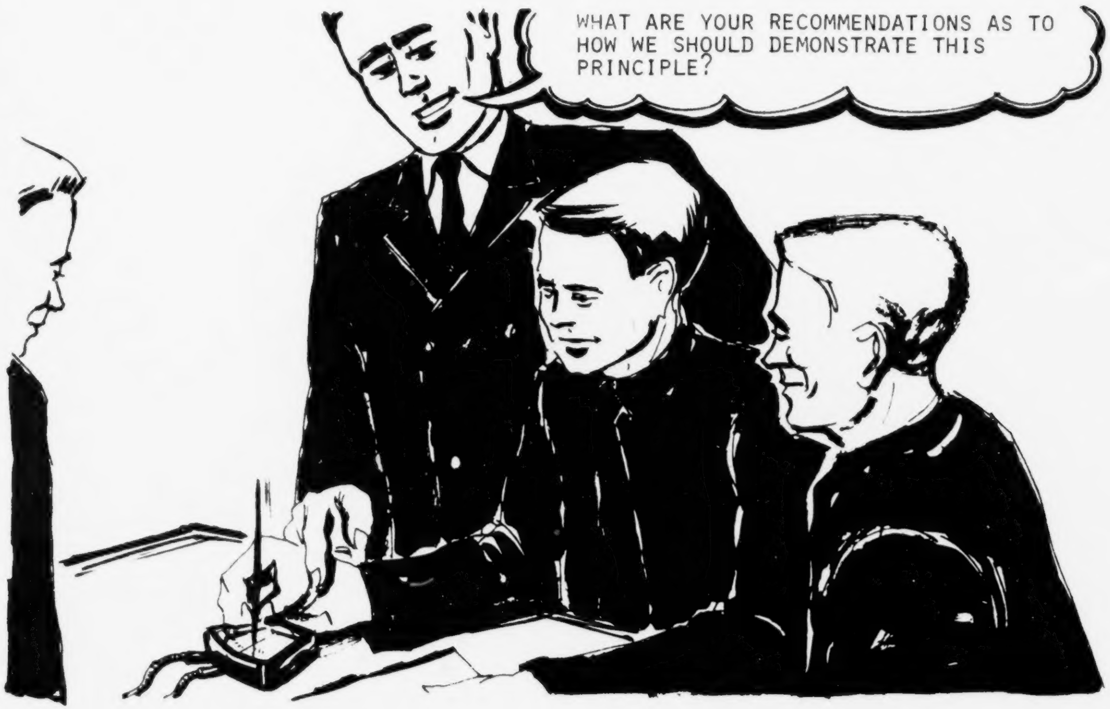
Question 8.

LT Riley is the skipper of a PGM that has just taken a direct rocket hit at the waterline. His boat is in imminent danger of sinking and the crew faces certain death or capture. LT Riley must take prompt, appropriate action.

In this situation what type of leadership style is LT Riley most likely to adopt?

a. Participative
b. Democratic
c. Autocratic
d. Laissez-faire

Item 16.


WHAT ARE YOUR RECOMMENDATIONS AS TO HOW WE SHOULD DEMONSTRATE THIS PRINCIPLE?

Question 9.

A young ensign has been given the collateral duty of organizing a program for a dependents' cruise. To be considered are sickbay, food, tours, demonstrations, safety, souvenirs, photographs, and hand-out materials. Each division assigns one man to a steering committee which will plan for the cruise.

In that situation, which style of leadership should the ensign use?

a. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt an authoritarian style.

b. Since the crew is emotionally involved because their dependents will be on the cruise, the ensign should adopt a democratic style.

c. The ensign's style should follow the desires of the Captain.

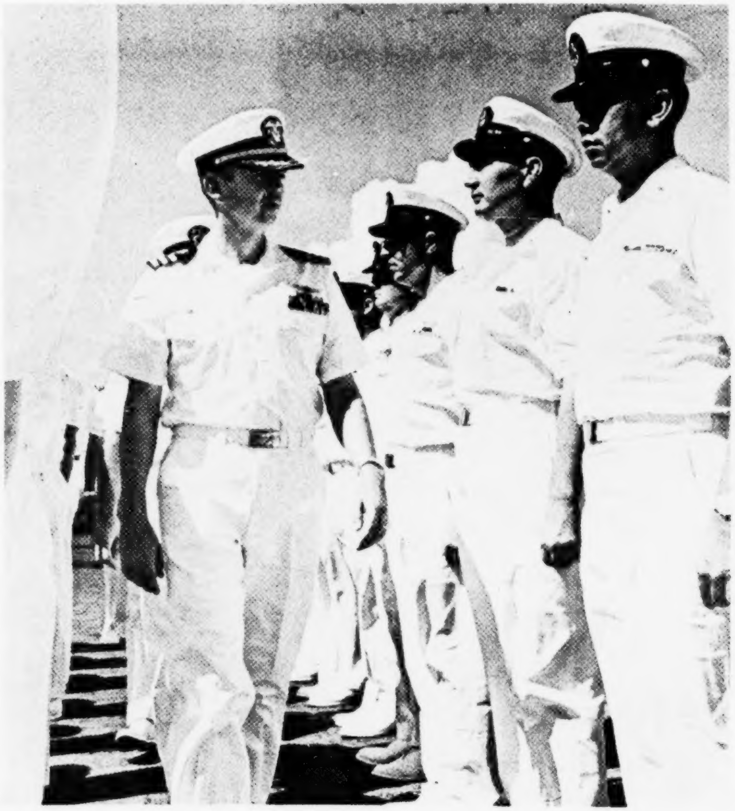
d. The ensign should not be influenced by the situation; he should develop the plan according to his own natural style.

Item 17.

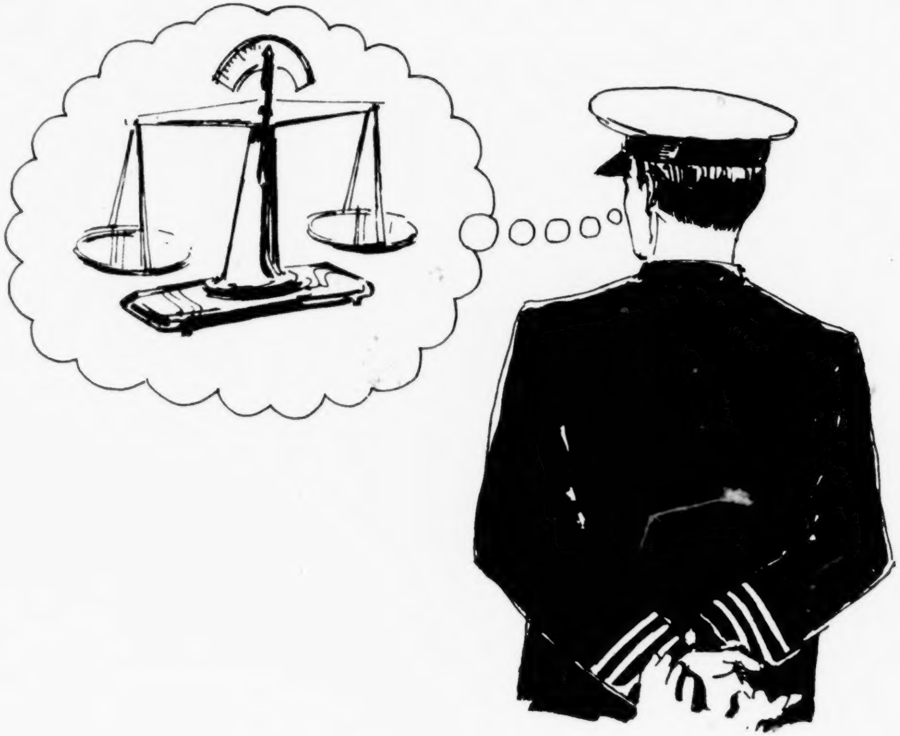
Factors Determining the Leader's Influence on the Group:

1. Leader's Position Power
2. Structure of the Task
3. Interpersonal Relationship Between the Leader and Members

Item 18.



Item 19.



Question 10.

Aboard ship, the Captain's power is second to none. He has the authority to provide sanctions which no other officer has.

In this capacity, as compared to the Executive Officer's function, which leadership style can the Captain use?

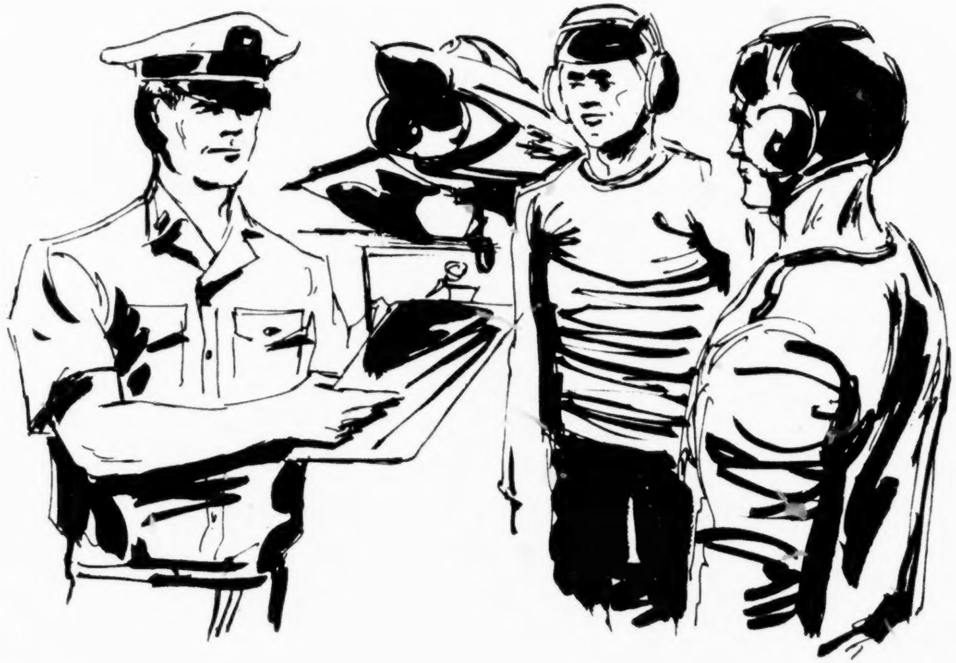
a. He can be more relaxed than the Executive Officer because of his higher position power.

b. He can be more autocratic than the Executive Officer because of his higher position power.

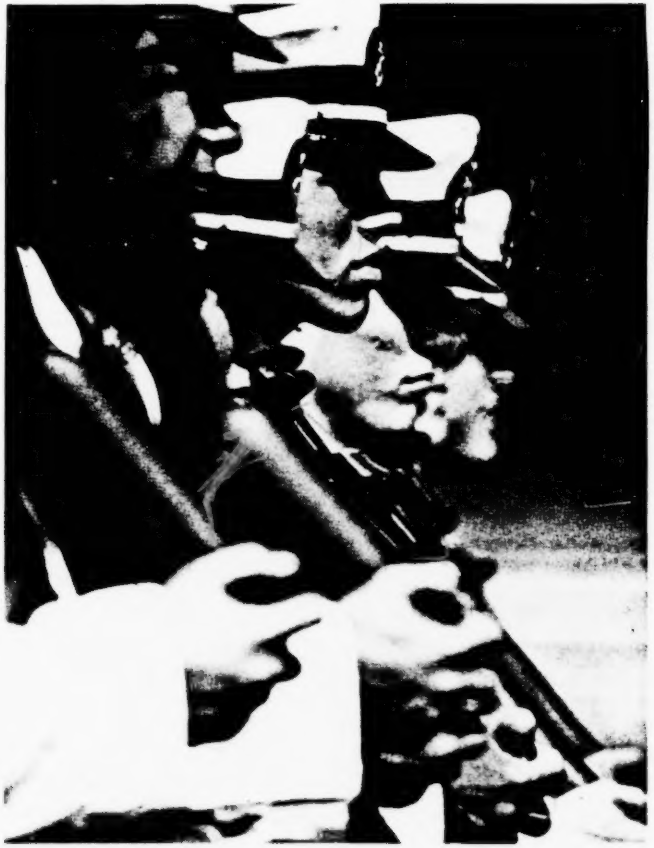
c. He can be more conservative than the Executive Officer because of position power.

d. He can be more liberal than the Executive Officer because of position power.

Item 20.



Item 21.



Question 11.

A Mobile Mine Assembly Team has been directed to get a mine ready for laying. The checkoff lists for this operation are extremely detailed; thus, there is no doubt about the sequential nature of the tasks.

In what manner should the team leader approach this situation?

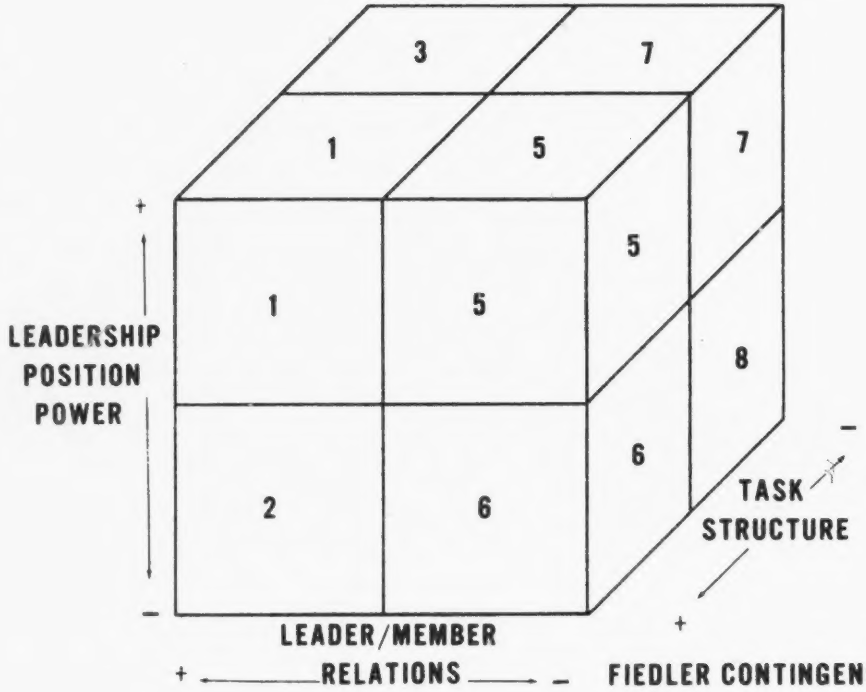
a. Democratic

b. Relationship-oriented

c. Task-oriented

d. Innovative

Item 22.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+
LEADERSHIP
POSITION
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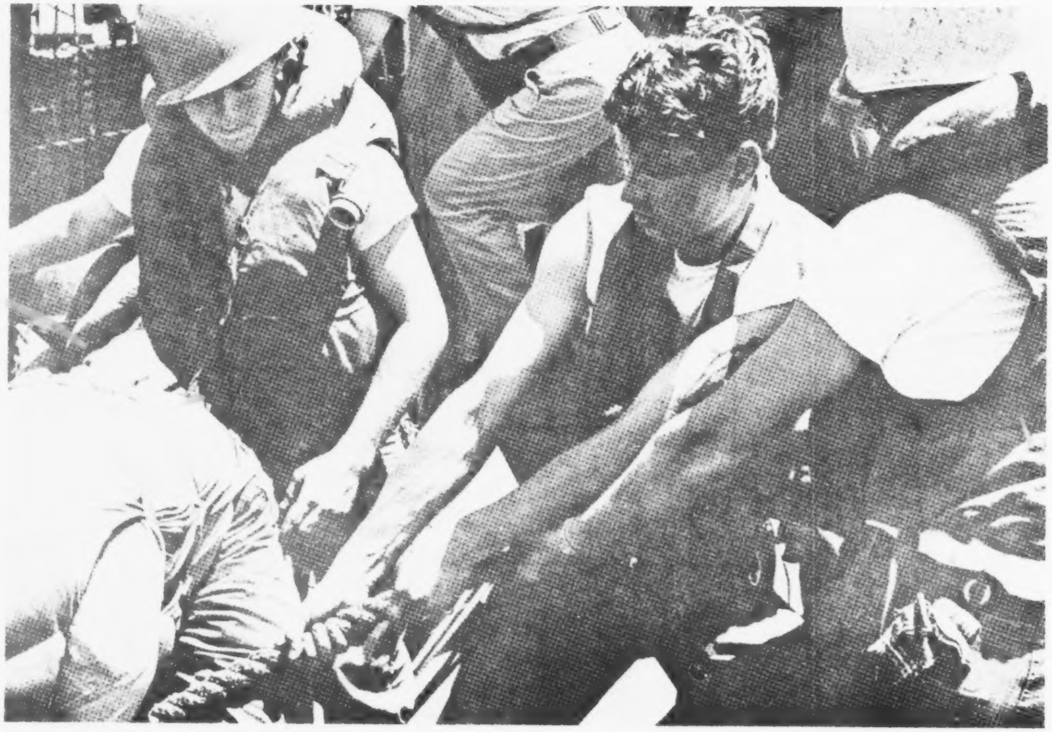
−
LEADER/MEMBER
+ RELATIONS −
−
TASK
STRUCTURE
+

FIEDLER CONTINGENCY MODEL

Item 23.



Question 12.

Which of the following relates a leader who is task-oriented and popularity with his subordinates?

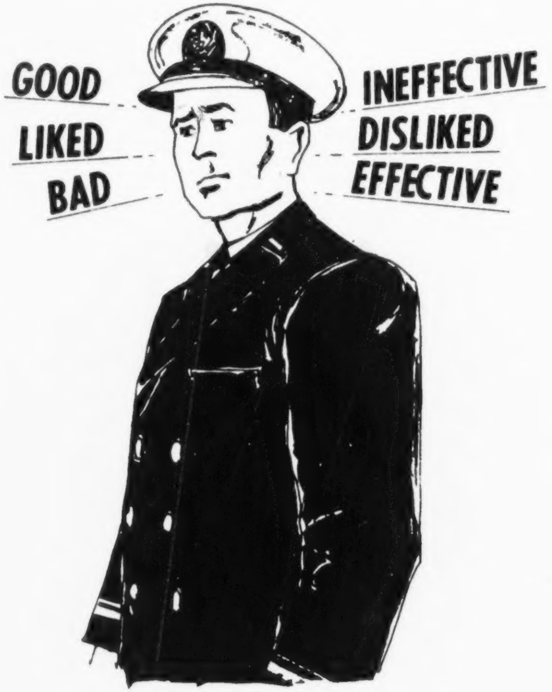
a. A task-oriented leader cannot be popular with subordinates.

b. A task-oriented leader should not think of his popularity with subordinates; he should think only in terms of the effectiveness of his unit.

c. A task-oriented leader will be popular with subordinates because they know he is consistent.

d. The leader who can improve his popularity with subordinates will also improve their efficiency at unpopular tasks.

Item 24.


GOOD
LIKED
BAD
INEFFECTIVE
DISLIKED
EFFECTIVE

Question 13.

ENS Evans is a likable young officer. He always has a smile, sometimes goes on liberty with the men, takes a rather casual attitude toward their performance of duty, and doesn't appear to take life too seriously. After three months on board, some chief petty officers comment about ENS Evans. One says, "I can't help but like him, but I don't respect him the way I do other officers."

What does the chief mean by his statement that he likes, yet doesn't respect ENS Evans?

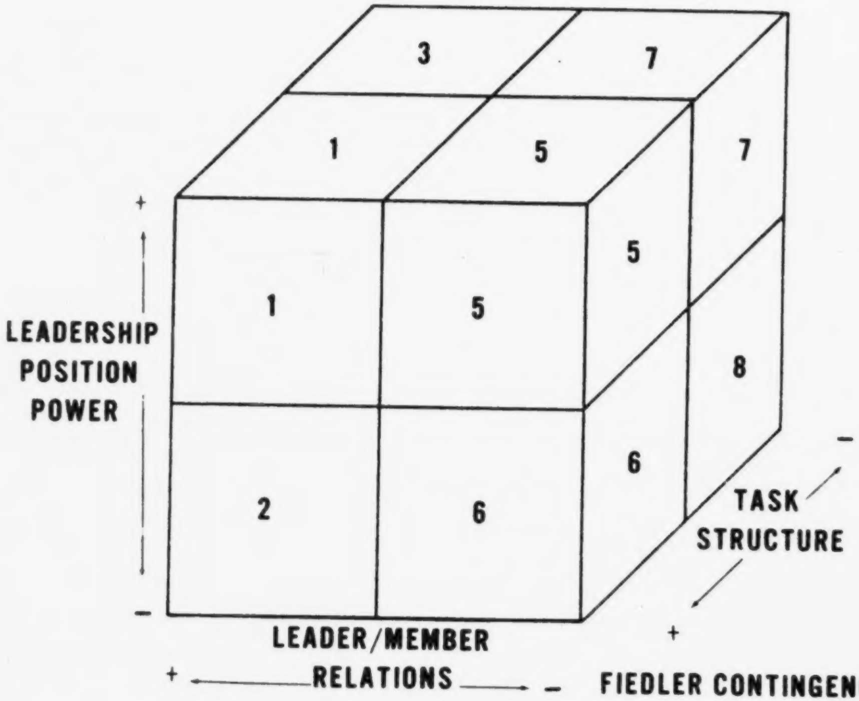
a. The chief does not respect ENS Evan's authority, even though he likes him.

b. The chief feels that ENS Evans is lacking in basic skills.

c. The chief feels ENS Evans is not striving to preserve the respect of his subordinates.

d. The chief feels ENS Evans is settling for less-than-outstanding performance in order to be popular with the men.

Item 25.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LEADERSHIP
POSITION
POWER
–
LEADER/MEMBER
+ RELATIONS –
–
TASK
STRUCTURE
+

FIEDLER CONTINGENCY MODEL

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

PROGRESS CHECK

Question 1.

Select the statement which correctly summarizes the reason why the "trait theory" gave way to research in group dynamics and interpersonal behavior.

a. The theory was disproved when studies revealed that many successful leaders possessed few, if any, of the traits researchers had stated were required for effective leadership.

b. The trait theory gave way because it did not offer enough variety in evaluating leaders; they all possessed all the traits listed.

c. The "trait theory" considered only factors in or about the leader and overlooked the varying nature of leadership roles and the functions of those varying roles in relation to the group.

d. All of the above

Question 2.

Select the statement which correctly describes the effect that "organization context of groups" has on leadership.

a. The organization, of which a group is a part, is a very significant aspect of the environment in which the group operates.

b. Informal groups within a formal organization never further the goals of the formal organization.

c. When considering the environment within which a group operates, the organization to which the group belongs should not be taken into account.

d. Informal groups within a formal organization always further the goals of the formal organization.

Question 3.

At Great Lakes, a temporary work detail was made up of enlisted men who had completed boot camp but were awaiting orders to proceed to their first assignments. The work party represented a cross section of Great Lakes' output. Some of the men had exhibited exceptional ability and were to go to technical schools; others were being shipped out as deck hands without further formal training. The group was hastily assembled and put to work cleaning up a large oil spill from an overturned tank truck in the road.

From the following list select the combination of characteristics of leadership style which would be best suited to the officer in charge of the group described above.

a. Autocratic behavior and much horizontal distance

b. Autocratic behavior but not much horizontal distance

c. Participatory leadership and much horizontal distance

d. Participatory leadership but not much horizontal distance

Question 4.

Select the statement which correctly describes the leadership style a leader would be apt to adopt if he has a heterogeneous group.

a. The leader would be apt to adopt a middle-of-the-road leadership style.

b. The leader would be apt to adopt a semi-participatory leadership style.

c. The leader would be apt to adopt a participatory leadership style.

d. The leader would be apt to maintain greater horizontal distance between himself and his group.

Question 5.

Select the statement(s) which best describe(s) the effect that followers, as individuals, have on the leadership style a leader adopts.

a. As individuals, the followers will have limited effect on the leadership style a leader adopts; their influence is as a group.

b. The follower is always a non-critical factor in the leader-follower relationship; leadership style is the overriding factor.

c. The need of the individual, personal, social and cultural, must be perceived by the leader as they interact with group needs and be considered in determining his style as he responds to their needs.

d. Both a and c above

Question 6.

Select the statement(s) which correctly summarize(s) how a group may affect the leader's choice of leadership style.

a. Homogeneous groups tend to promote a closer relationship on the part of the leader than do heterogeneous groups.

b. Groups which are less expert than their leader tend to promote a more autocratic style on the part of the leader than is promoted by groups equal in skill or greater in skill than their leader.

c. Internal work relations of a group tend to promote a coordinating style, a training style, or a peacemaking style on the part of the leader; the internal relations are interacting, co-acting, or counteracting, respectively.

d. All of the above

Question 7.

Although he lacked a deep specific knowledge of much of the technical work involved, Marine 2-LT Hines achieved considerable success as Commanding Officer of a small, remotely located communication facility. Occasionally, his group was obliged to accomplish repairs of a type normally performed only by a higher echelon. This was the case because the facility was so remote and inaccessible that it was not always possible to replace equipment or send it back for repair. When such difficult technical problems arose, Hines would hold an informal conference among his three best technicians, an approach to the problem would be agreed upon, and repairs would be accomplished. The only time the station failed to maintain the communications required of it was on one occasion when it received instructions on short notice to provide a blind broadcast on a specific frequency at a specific time in support of an intelligence mission. As the time for the broadcast approached, a chance fire from a spilled can of kerosene disabled the only transmitter capable of providing the needed service. One of the three best technicians was present alone; he began to work on the rig, but LT Hines stopped him and hastily summoned the other two for a quick conference. Unfortunately, the conference degenerated into an argument as to the fastest way to get the transmitter back on the air. Finally, LT Hines stopped the argument and ordered the first man to continue his mode of repair. The man succeeded, but not until the time for the broadcast was past.

Select the statement which correctly describes the principle which LT Hines failed to take into account in the case described above.

a. A leader's style must allow for shifts in his position power.

b. A leadership style which is successful for nonstress situations may fail during stress.

c. Both of the above

d. None of the above

Question 8.

The day he stepped aboard a destroyer to begin a new tour of duty as Communications Officer, LTJG Foxhall was ordered by the Captain to organize a successful collection effort for the Navy Relief Fund. LTJG Foxhall was given six days in which to complete the effort, and the Captain made it very clear that he expected the ship to make a good showing. Although LTJG Foxhall was completely unacquainted with the officers and crew of the ship, he arranged for the selection of one man from each division to collect contributions and scheduled a meeting of these division representatives to supply them with pertinent handouts and provide specific guidelines and limitations for their collection efforts.

Select the statement which describes the style of leadership most appropriate for LTJG Foxhall to employ in the meeting with the division representatives.

a. Participatory and democratic

b. Authoritarian and coordinating

c. Task-oriented, participatory, and democratic

d. Coordinating, participatory, and democratic

Question 9.

Select the statement which most correctly describes how the structuring of a task can affect the style of the leader.

a. A task which is highly structured tends to negate the group members so completely that the leader has little opportunity to influence them.

b. A task which is not highly structured tends to increase the leader's power because the lack of structuring leaves the behavior of each group member more open to change and thus more open to influence by the leader.

c. A task which is highly structured tends to increase the leader's power because it allows him to pinpoint any variations from his expressed orders and effectively enables him to summon other elements of the group to reinforce those portions not responding in the way he intends.

d. A task which is highly structured tends to decrease the power of the low-ranking leaders, for the tightness of the structure makes it unnecessary for the low-ranking leaders to make any decisions as to proper conduct on the part of group members.

Question 10.

Soon after coming aboard a destroyer as Weapons Officer, LT Oxford was unofficially known as one of the most popular officers aboard. The ship was in a stateside port after a long tour of duty in the Pacific and the crew needed a well-earned rest. What they needed was a recreational sparker, and LT Oxford supplied the spark. He organized ball games, contacted the USO and secured passes to shows and sporting events, went to bat for two enlisted men who badly needed emergency leave to attend to family crises, and supplied good-natured assistance on many levels of activity outside his formal duties. His gun crews began to regard him as a sort of friendly big brother.

Select the statement which best describes the effect which LT Oxford's popularity will have on the task performance of his group.

a. LT Oxford's popularity in the stated situation results from his correct and proper performance of duty in the given circumstances. He could expect good performance from his men when the ship returns to sea.

b. Should LT Oxford later attempt to maintain or increase his popularity by lowering his standards for duty performance, any gain in popularity would be at the expense of reduced group performance.

c. Both of the above

d. None of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT IV

REMEDIATION TEXT Audio Script - Vol VII-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Pages 1-2
2	a	Page 3
3	a	Pages 6-7
4	d	Pages 5-6
5	d	Pages 9-11
6	d	Pages 6-9
7	b	Pages 11-12
8	d	Pages 2, 7, 8, 12
9	c	Pages 14-15
10	c	Pages 16-19
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
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INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PART SEVEN
SEGMENT IV

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

We have just discussed in detail how the leader himself is a determiner of the style he will use. There are many variables about him which bear on the determination of his style: his personality, his competence, his basic leadership skills, his general attitude toward life, his functional specialty, his behavior under stress, and his subordinates' perception of his status.

We come now to other determiners of leadership style. We shall concentrate on the other two major factors which influence the ultimate style, namely, the group and the situation. How does the nature of a group affect a leader's style? Does it make any difference whether the group is homogeneous or heterogeneous? What about the interacting groups versus the coacting groups? How does stress--or lack of stress--affect leadership style in a given situation?

You recall that early research on leadership concentrated on the leader and the traits he possessed. The trait approach attempted to explain leadership in terms of special qualities of the leader himself--his charisma--intelligence--courage--honesty--etc. The trait approach contributed to the body of knowledge about leadership, but neglected significant aspects of the entire leadership picture. No attempt was made to relate traits to the varying nature of leadership roles and functions. Not much attention was paid to the characteristics of the leader as they were perceived by the followers. The trait theory then, neglected the influence of the group and the situation upon leadership style. (Pause)

This caused further study of these variables. Since 1940, researchers Fiedler, Bass, Julian, Hollander and others have focused more attention on group dynamics--interpersonal relationships--and the effect of the follower or group on the leader. (Pause)

Now look at Item 1.

Leadership is now rightly considered to be a dynamic process which results from interactions among the leader, the followers, and the situation. (Pause)

Now look at Item 2.

You have learned that leadership style can be viewed as a continuum model--with the strict authoritarian style at one extreme and the democratic leader style at the other extreme. Effective leadership style varies along that continuum--as the structure of the group or the circumstances of the situation at any given point in time differ. Thus, effective leadership style for one group activity may be both ineffective and inappropriate for a different activity. Contrast the style required for the junior officer who supervises administrative and personnel functions, with the style of the junior officer OOD on a ship supervising his watchstanders. Contrast even further the style of the OOD supervising the quiet bridge in a "steaming independently" situation with his style when he is supervising his watch in an underway replenishment situation. In each case, the style varies because the group activity is different. Obviously, where there is no group, there can be no leader. What is not so obvious is that the leader must know how the kind of group he leads can affect his style. Let's examine the group more closely.

A formal group exists for the purpose of furthering the goals of the parent organization. The organization therefore is a significant aspect of the environment in which the formal group operates. (Pause)

Now look at Item 3.

The typical shipboard situation is composed of many interrelated parts. Departments and divisions represent formal groups under the leadership of department heads and division officers--they operate within the organization of the ship. There is a Type Commander's Standard Organization Manual for each ship. It includes the structure of the formal groups which make up that ship's organizational framework. As a junior officer aboard ship, you will probably spend some time learning the formal group structure. The shipboard organization constitutes a significant part of the environment in which the division and department groups operate. (Pause)

There also are informal groups within a formal organization. The identity of the informal group is not always easy to perceive. Its existence may be covert, but it IS always present. The informal group may or may not be supporting the goals of the formal organization. (Pause)

The leader must recognize the effect of informal groups within his formal group. His style in dealing with the informal group which supports the formal organization will differ greatly from his treatment of a group whose goals counter those of the formal group.

Another significant aspect of informal groups is concerned with status. Status refers to an individual's position relative to other group members.

Now look at Item 4.

Status exists only in relation to others. Formal structure creates status positions on a functional basis. The informal structure may tend to accept the formal structure's status positions if its goals support the formal organization. It is possible, however, that status will be granted to an informal leader because the members of the informal group perceive him as experienced and capable, and more capable of satisfying their goals then the formal leader. In the eyes of the men of a division, the ensign may be the formal leader, but a petty officer with more service experience may be their choice as informal leader. Task groups are numerous aboard ship: watch teams, gun crews, working parties, anchor details, etc. These small formal groups also provide the setting for informal groups. Leaders of all these groups should understand the practical implications and importance of their group's dynamic effect on leadership style. The interactive aspects of the leader--the group--and the situation apply as basic factors which determine leadership style in all levels within an organization. The leadership process functions throughout the command.

We touched upon the subject of group classification when we compared the formal and informal groups. Now, let's consider further ways to classify groups and what the classifications have to do with leadership style. We speak of homogeneous and heterogeneous groups. Really, there is no such thing as a purely heterogeneous or homogeneous group. (Pause)

Now look at Item 5.

If you were to examine a group of sailors, you probably would discover more differences than similarities--in spite of what first appears to be a group identity. For our purposes, we can class a group as homogeneous when there are major common features within the group. For example: plebes as a group, are about the same age, receive the same pay, wear similar uniforms, have knowledge of naval affairs, and have common objectives at the Academy. We may consider them a homogeneous group. (Pause)

Now look at Item 6.

On the other hand, we can classify a group as heterogeneous when there are no major common features within the group. Thus, as graduation approaches, we find that midshipmen vary widely in academic knowledge, in rank attained in the Brigade, and in future goals. What are the leadership implications in heterogeneous/homogeneous situations? Common sense suggests that a leader can experience some degree of difficulty in bringing a common objective to focus in a heterogeneous group--that it can be easier to accomplish this task with a homogeneous group. If you think so--you're right! Studies by Dr. Fiedler have shown that groups whose members differed widely from one another functioned effectively only when the leader-group relationship was kept formal and the leader maintained a certain aloofness that Fiedler called psychological or horizontal distance. In such a heterogeneous setting, the group atmosphere is likely to be somewhat restrained and a bit tense. The leader will obtain the best performance by maintaining greater horizontal distance. (Pause)

Now look at Item 7.

However, the atmosphere in a homogeneous group is more relaxed and the leader can move in closer or maintain a small horizontal distance. From the standpoint of group effectiveness, then, the general approach is to maintain less horizontal distance with homogeneous groups and greater horizontal distance with heterogeneous groups. (Pause)

Now look at Item 8.

What about leadership with skilled and unskilled groups? The typical recruit company at boot camp undergoing recruit training is an unskilled group of Marines. In this setting--and considering the nature of indoctrination which recruits receive--it is easy to imagine that the effective Company Commander is the one whose style is autocratic. His level of knowledge and competence is far above that of his recruits, who respect him and have great confidence in him as their leader. In the eyes of the recruits, their leader is a symbol of military experience--they expect him to be authoritarian in nature. (Pause)

Now look at Item 9.

In contrast, a group of highly specialized technicians have individual skills--probably have attended select schools--to learn maintenance and operating skills on various electronic equipment. It is doubtful that the normal OE Division Officer has specific background, detailed knowledge and skills relating to the electronic equipment, equal to his subordinates. Thus, the OE Division Officer should involve his subordinates in the decision-making process and exact from them the responsibility for task performance. (Pause)

Groups may also be conveniently classified on the basis of internal work relations: into categories of interacting, coacting, and counteracting. Each classification tends to require a different style from its leader. (Pause)

Now look at Item 10.

The interacting group emphasizes team effort. Each member works with the other members--toward an objective. The squadron ordnancemen, bridge watch, the CIC watch, and the gun crew are illustrative of interacting groups. The major role of the leader is to promote coordinated efforts on the part of the team members. The leader performs a take-charge type of role--directs individual efforts towards the team objective--channels them in the proper direction. (Pause)

Now look at Item 11.

The coacting group also involves effort toward a common goal but the efforts of various members here are mutually independent. A marksmanship team, for example, includes individuals who coact. The major role of the leader in the coacting group is to promote improvement in individual skills. Team training is not required, but individual training is. A technically competent leader may prove effective in the coacting group, even though his ability to bring coordinated effort from a group of people is relatively low. The same leader is not effective in the interacting group role. (Pause)

Now look at Item 12.

Finally, the counteracting group represents the situation where groups are working together for purposes of negotiating and bargaining. The arrival conference held when a Navy ship is scheduled for a major overhaul is an excellent example. This is actually a bargaining process between personnel of both the ship and the overhauling activity. The conference is monitored by the type commander representative who controls the money--determines how much work will be accomplished. While all parties agree that restoring the ship to maximum readiness is the primary objective, there are many decisions--which group, ship or yard will do what tasks, etc. The leader is forced into a negotiating role concerning the counteracting group. (Pause)

Groups are made up of leaders and followers. Even in early childhood, individuals are introduced to this concept in such games as "Follow the Leader." Too little emphasis may have been placed on the follower role. Leaders are important--no group performs effectively without a leader. However, it may be that the follower is the most crucial factor in any leadership event. Dr. Edwin Hollander, of the State University of New York at Buffalo, has focused more interest on the follower role. He cites several factors which point up the importance of the follower role. One is that followers will either accept or reject leadership in a given situation, to the benefit or detriment of the group goal. (Pause)

Now look at Item 13.

Followers are quick to form an opinion of the leader and of the situation in which they are involved. Their reactions will reflect these perceptions. It then follows, that followers' perceptions also will likely be dependent upon their motivations--their frames of reference--their willingness to accept the situation at hand.

Group members also differ in their personal approach to a situation. Some people are followers by nature. Their positive self-concept is relatively low. Such people feel insecure, want to be led. They prefer to avoid responsibility. The plebe who lacks self-assurance or self-confidence prefers to let others take the lead in group activity. He can't make important decisions without help--he is just not leader material. (Pause)

There is a group of followers who choose that role. It affords them more time to pursue personal objectives. Some capable individuals avoid supervisory and administrative duties. They prefer to engage in research--writing--consulting--and other professional activities. To a certain degree, followership may be thought of as a passive role; leadership is thought of as an active role. Yet, it is inappropriate to define a follower as a person who is not a leader. (Pause)

Now look at Item 14.

Dr. Hollander studied aviation cadets undergoing flight training at Pensacola, Florida. He challenged the traditional view that leadership and followership are mutually exclusive. A homogeneous group of cadets were sampled and the correlation between cadets perceived as good leaders by their peers and cadets perceived as good followers was very high. (Pause)

This brings us to another valuable consideration. Groups are made up of individuals who have specific personal, social and cultural needs. In a group setting, these individual needs interact with all other needs of the group--have a bearing on group performance. A good leader must be perceptive of personal, social and cultural aspects--of the peculiarities of the situation. He uses this information to determine an appropriate leadership style. (Pause)

We are now ready to discuss the final determiner of leadership style--the situation. A systematic classification of situations as they influence leadership style has not been developed, and may never be developed. There are too many varieties of situations which may impact on a leader's style. Also, there probably could not be total agreement on which situations really do influence a leader's style. However, for our purposes we may reasonably consider situations in two broad categories: stress and nonstress situations. (Pause)

Now look at Item 15.

The leader's style will change as he moves from a routine situation to an emergency situation. Under combat conditions--in direct contact with enemy fire--the military leader will probably employ autocratic style. There is no time to seek advice--to allow subordinates a participative voice in the decisionmaking. The combat leader needs to demonstrate his authority--make decisions--lead. This is exactly what subordinates expect of him. (Pause)

Now look at Item 16.

The situation definitely is one of the keys to leadership style. Consider a routine situation such as chairing a planning conference. The leader's style changes to a more democratic or permissive form. The democratic leader permits his subordinates to give advice, participate in the decision-making process, and, in some cases, make the decision. (Pause)
We see then, that one situational aspect is the nature of the situation--stress or nonstress.

Another situational aspect to be considered can be called group-situational factors because they are considerations about the group itself, or leader-group relations, which constitute situational factors. We shall now consider three specific group-situational factors likely to affect the degree of influence the leader will be able to bring to bear on the behavior of the group. (Pause)

Now look at Item 17.

They are the: (1) leader's position power, (2) structure of the task, and (3) interpersonal relationship between leader and members. It is important to understand the dimensions based on these group-task situational factors. They provide the framework of Fiedler's contingency model which will be discussed later. By position power, we mean the degree to which the position itself compels the group members to comply with and accept the leader's direction and leadership. The leader's style of interacting with subordinates is affected by the degree to which he can wield power and provide sanctions.

Now look at Item 18.

Gold braid in the Navy is symbolic of position power--the more braid, the more position power. An admiral is more influential than a division officer, because of the perceived differences in position power between an admiral and a division officer. However, be careful here. The leader with position power may not be able to motivate his subordinates to perform better. High power makes the leader's job easier--his group will perform more readily, but not necessarily better. (Pause)

Now look at Item 19.

The leader with a high degree of position power is in an advantageous position; but research studies indicate that the interpersonal relationship between a leader and group members has a more important effect on group performance. Position power may not remain constant.

The Captain aboard ship is one position. After his ship is sunk the Captain is an entirely different position. The Captain's basis for power is his ship. When it has been removed from him, his ability to provide sanctions has been reduced. Unless the Captain can continue to lead them toward safety, his men may look to an emergent leader. (Pause)

The second important dimension of the group situation is the structure of the task itself. Tasks vary. The policy and decision-making tasks of the Type Commander's staff requires different leadership attitudes than the tasks of operating a ship. Remember, the task constitutes the reason for having a group in the first place. And the group's existence depends, for the most part, on the satisfactory performance of a task. Tasks may be highly structured or unstructured. It is this structured versus unstructured feature of the task which bears consideration, rather than skill or other requirements. A Mobile Mine Assembly Team follows specific instructions, operating procedures, and checkoff lists when preparing a mine. This is a highly structured task situation. A leader who can interpret such instructions, step-by-step and by-the-numbers, will be able to correct a member who makes a mistake. The leadership style effective for the highly structured task may not be effective when the task is unstructured. (Pause)

Now look at Item 20.

The Flight Deck Officer doesn't operate in the same way as the leader at a conference. A leader with high position power is not required for supervision of a group engaged in a highly structured task. The leader's influence is implied in the instructions inherent in the task. An enlisted man may prove very capable as a leader when the task elements are spelled out in detail. But, the same enlisted man might be ineffective if the task were unstructured. Conversely, the nature of the highly unstructured task dilutes, rather than supports, the leader's position power. It is more difficult--more challenging--for a leader to carry out an unstructured task than it is for him to carry out a structured task. (Pause)

Now look at Item 21.

The organization with a structured task supports the leader with power--whether the leader has high or low position power. Therefore, in providing a leader with influence, it may be that task structure is more important than position power. Consider the aircraft commander whose mission is to provide proficiency flight training and check out higher ranking officers who do not have regular flight duties. Naturally, large differences in position power will outweigh differences in task structure. (Pause)

The final factor in the group task situation is the interpersonal relationship between the leader and his subordinates. Research studies indicate that the relationship between the leader and subordinates is probably the most important single element in determining the leader's influence. This leader-subordinate relationship constitutes the third dimension in the contingency model touched on earlier. Implications of this particular situational-variable were briefly discussed in the leader-follower section. It should be apparent to all that the leader who is respected, accepted, and trusted by his followers will find it easy to influence them. (Pause)

Now look at Item 22.

The Fiedler contingency model relates the situational variables of position power--task structure--and quality of leader-member relations. The model may be likened to a 2 x 2 x 2 matrix, with high and low category for each dimension, totaling eight cells. Cell 1 contains good leader-member relations--high task structure--strong position power. Cell 8 on the other hand represents a situation with an unstructured task--poor leader-member relations--a leader with little position power. With this model, researchers have studied a variety of military group situations which fit the variable of the different cells in the model. Results support the hypothesis that authoritarian leadership style is more effective in highly structured (i.e., combat) situations. Also, relationship-oriented, relaxed, friendly leadership is more effective in unstructured task situations. Fiedler admits that the dynamics of why such results have been obtained is a stubborn and difficult problem. A military leader faces a variety of situations; he must be flexible and able to alter his leadership style to meet the changing situations. He must also be able to alter a situation to fit his most natural leadership style.

Now let us examine leader popularity. Being a military leader poses problems of training men--preparing them for combat situations. (Pause)

Now look at Item 23.

The necessities of the mission, and the ultimate safety or well-being of the men themselves, frequently require actions which are certain to make a leader something less-than-popular with the crew. The skipper who wants to train his men intensively may order that general quarters be held twice a day; and other special drills such as fire, collision, man-overboard, etc. be held at frequent intervals. These drills may come at inconvenient times, insofar as the men are concerned; such as during movies, or right after getting off watch. Such drills soon become unpopular. The leader's popularity is, however, completely secondary. He must think in terms of the effectiveness of his unit--its degree of combat readiness. (Pause)

Respect is important. Subordinates must respect the constituted authority of the organization. This does not mean that subordinates must like leaders. (Pause)

Now look at Item 24.

In fact, you can have a great deal of respect for an individual, but actually dislike him. On the other hand, subordinates may like a leader without actually respecting him. The division officer who jokes with the men--relieves them early every day--is hardly one to be disliked. However, you may not respect that same leader if he is inept or incompetent at his job. A study of aircraft bomber crews some years ago pointed to the same conclusion; namely, that leader popularity did not result in better technical performance by the crew. The popularity of the formal leaders of these crews probably was based in part on the leader's acceptance of less-than-outstanding performance. Military leaders should strive to preserve their own respect and that of their subordinate leaders, even at the risk of being disliked. Being popular does not motivate subordinates to effective performance. (Pause)

Now look at Item 25.

Military leaders must be flexible and able to change their styles along the authoritarian-democratic continuum as the situational aspects and group relations change. Though leader position power, the degree of task structure, and leader-subordinate relations constitute the basic dimensions of the

Fiedler contingency model, the leader-subordinate relationship is probably the most important dimension. To achieve success, the leader must be followed by the group. The group's response in following the leader strengthens the leader and encourages him to lead. Successful leadership reinforces the leader, and effective leadership depends on reinforcing the followers. The leader-subordinate relationship wherein the leader operates from positions of status and esteem with his followers, gives him flexibility in his style. Leadership is not a popularity contest.

The ultimate purpose of leadership is mission accomplishment. We have been approaching the achievement of successful leadership by examining the three basic inputs: the leader, his followers or the group he leads, and the situation in which they are acting to achieve the mission. Each input is a variable. The leader can recognize the variable effects of each of the inputs. By varying his style according to the group and situational inputs, he may possibly improve his capability to exert his influence toward mission accomplishment. Alternatively, he may try to control the structure of the situation in which he interacts personally with his group. The three inputs are dynamically related to each other and to mission achievement.

This is the end of Part Seven, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
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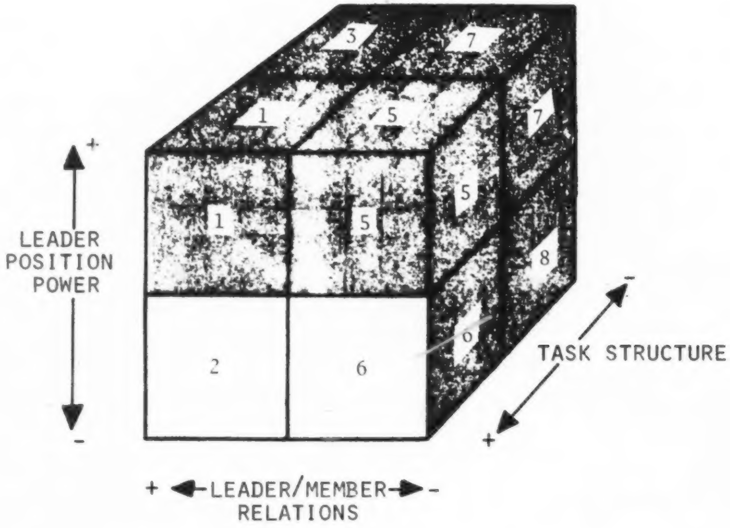
FOREWORD

> *"The task of leadership is not*
> *to put greatness into humanity,*
> *but to elicit it, for the*
> *greatness is already there."*
>
> *John Buchan*

Along the continuum of leadership style is an area wherein the leader tends to be democratic or to share his decision-making duties with his followers. Leaders who judiciously use this style achieve significantly better group performance and acceptance of decisions than do leaders using an autocratic style. The leader does not relinquish his responsibility for the decisions but he shares the decision-making process. The effects of supervisory and participative leadership are compared. Factors determining whether participative leadership is appropriate are explored, as are its probable effects if used when timing or group composition makes participation by subordinates undesirable.

PARTICIPATIVE LEADERSHIP

Item 1.


3
7
1
5
7
+
LEADER
POSITION
POWER
-
1
5
5
8
2
6
6
TASK STRUCTURE
-
+
+ LEADER/MEMBER -
RELATIONS

FIEDLER CONTINGENCY MODEL

Question 1.

Which one of the following *best* describes the general results of studies done on participative leadership?

a. The style of the leader has little or no effect on the achievement of the group; the ability of the group is what counts.

b. Participative leadership tends to lead to disruption, for the leader loses control of his group.

c. The personality of the leader becomes *less* relevant to group achievement when he participates.

d. The personality of the leader becomes *more* relevant to group achievement when he participates.

Question 2.

Which one of the following best identifies the effect participation may have on a group's resistance to change?

a. Resistance to change will increase; for as groups are allowed to participate, they develop diverse ideas and differences which eventually lead them (the groups) to appreciate "direction" from the leader.

b. Resistance to change increases with participation, and productivity decreases, due to many individual differences.

c. Resistance to change decreases with participation by the group, although productivity is not affected.

d. Resistance to change decreases with participation by the group and productivity generally increases.

Question 3.

Which one of the following best identifies the dangers involved in making generalizations from laboratory studies to shipboard life?

a. Laboratory studies are non-scientific for the most part and cannot be generalized.

b. Laboratory studies cannot be compared to the actual conditions aboard ship.

c. Shipboard life cannot be systematically studied because all sailors are different.

d. The psychologists who conduct laboratory studies do not understand what goes on aboard ship.

Item 2.

1. ATTENTIVE
2. SINCERE
3. CONFIDENT
4. AVAILABLE

Question 4.

ENS Jackson uses a participative style of leadership in his role as a division officer. He encourages his senior petty officers to give him recommendations and suggestions. He also solicits comments, good or bad, on how things are going in the division as viewed by these key subordinates.

Which one of the following best indicates how the leader must treat the suggestions of a subordinate to ensure successful participation?

a. The leader must accept the suggestions.

b. The leader must at least give lip service to the suggestions.

c. The leader must be attentive to suggestions and make himself available to his subordinates.

d. The leader must be sure the suggestions have merit (as determined by the subordinate) before accepting them.

Question 5.

Which one the following best identifies what happens to an officer's authority as a result of participative leadership?

a. An officer may think his authority is the same, but his subordinates feel as though they've taken over.

b. An officer's authority is not reduced as a consequence of his participative style of leadership.

c. An officer should recognize that by using the participative style of leadership, he gives up some of his formal authority.

d. An officer should recognize that the participative style reduces formality, and that we will have to be careful to keep from losing his formal authority.

Question 6.

Which one of the following best identifies how an officer's use of the participative leadership style affects his responsibility?

a. An officer is partially relieved of responsibilities since his subordinates participate more fully in decisionmaking.

b. An officer is relieved of responsibilities only if the subordinates can make decisions.

c. An officer is not relieved of personal responsibility as a result of participative leadership.

d. An officer can delegate some of his responsibility to subordinates as he sees fit, according to their abilities and the degree of participation.

Question 7.

ENS White and ENS Black are division officers serving aboard a destroyer. ENS White is dogmatic and decisive. He has confidence in himself and believes that what he does is right. He gets things done in his division because his men know what he wants them to do. ENS Black generally allows his petty officers to work with him in developing plans for divisional activity. ENS Black's division is just as productive as ENS White's, and perhaps more so. Both officers are rated about equal on "leadership" by their Commanding Officer.

Which of the officers (if any) is using participative leadership?

a. ENS Black

b. ENS White

c. Both, since they were rated the same by the Commanding Officer

d. Neither, since they were rated the same by the Commanding Officer

Question 8.

Which of the following represents probable advantages of participative leadership?

a. Morale will improve.

b. The leader will learn more about his men.

c. Participative leadership will generate more enthusiasm.

d. All of the above

Question 9.

When the destroyer Squadron Commander wrote his critique following the administrative inspection of one of his DDs, he had many favorable things to say regarding the effects of participative leadership as he had observed them throughout the ship, from the Captain on down.

Which one of the following is least likely to result from participative leadership as observed by the Squadron Commander?

a. There will be an improvement in morale.

b. There will be an improvement in the development of leadership skill.

c. There will be an improvement in feedback from subordinates up through the command.

d. There will be a noticeable increase in the popularity of the Commanding Officer.

Question 10.

LTJG Jarvis, Civil Engineer Corps, is blessed with talented subordinates. His Seabees include skilled craftsmen from the construction industries; e.g., heavy equipment operators, electricians, carpenters, plumbers, etc. He knows that these men are "experts" in their specialties.

Which one of the following best describes the style of leadership LTJG Jarvis should use under these circumstances?

a. He should be participative, since his technical competence in these areas (carpentry, plumbing, etc.) is not likely to be as extensive as that of his subordinates.

b. He should leave the subordinates alone. They don't need leadership because they know their jobs.

c. He should be supervisory to maintain controls.

d. He should ignore the fact that his men are more technically competent and treat them in an autocratic manner.

Question 11.

CAPT Middleton is an Amphibious Task Force Commander. He is the Officer in Tactical Command in a PHIBEX, which involves landing a battalion-sized Marine force in surface and vertical assault. CAPT Middleton is aboard the LCC, and in company are an LPA, an LPH, and an LSD. Simulated enemy activity is developed in the ship-to-shore phase. As the first wave of landing craft leave, CAPT Middleton receives late intelligence that the channel through the reefs to the beachhead is not clear. He makes an on-the-spot decision.

Why didn't CAPT Middleton use participative leadership in resolving this problem?

a. He had little faith in his subordinates to make a good recommendation in postponing H-hour.

b. He was more knowledgeable in surface assault tactics and in landing craft capabilities.

c. There was no time to spend discussing the problem--the landing craft were already on their way.

d. He didn't want to keep subordinate commanders informed.

Question 12.

The Captain of the LPH (recall CAPT Middleton's Task Force in the last example) is a naval aviator who is serving his first tour in amphibious type ships. He is bothered because he didn't get a CVS or CVA command. He doesn't like serving in a subordinate role to a "black-shoe" officer. He is obstinate and refuses to cooperate when CAPT Middleton attempts to use a participative style of leadership.

Which one of the following best describes the barrier to participation resulting from the LPH Captain's conflict with CAPT Middleton?

a. The LPH Captain doesn't understand that a coordinated surface and vertical assault is necessary to have a successful amphibious exercise.

b. The LPH Captain minimizes the importance of surface assault.

c. The LPH Captain thinks he should have complete charge of the helicopters, since he is a naval aviator.

d. The LPH Captain does not consider his assignment to be as significant as an aircraft carrier command.

Question 13.

When CAPT Townsend was an ensign during World War II, he was a boat officer during an assault on a small island off the coast of New Guinea. Because this was his first experience in this type of operation, he decided to discuss with the Boat Group Commander alternate tactics if he was unable to land at the designated beach area. He was told to head west for 100 yards and land his men there.

As he approached the primary landing area, he realized that he was going to run aground on some uncharted coral reefs. Taking the advice of the Boat Group Commander, he headed west parallel to the beach where he encountered heavy machine-gun fire whicn caused a number of casualties to the landing party.

What probable influence did the World War II episode have on CAPT Townsend's willingness to use participative leadership?

a. Now that CAPT Townsend is an experienced officer, he doesn't feel the need for participative leadership under any circumstances.

b. CAPT Townsend is reluctant to use participative leadership because he was given poor advice before.

c. CAPT Townsend knows that his subordinates are less conservative than he is, so he makes decisions independently.

d. CAPT Townsend is the logical one to make decisions where landing operations are concerned because he is the only one who has had experience with landing craft in combat.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE

Segment V
Participative Leadership

Progress Check

WESTINGHOUSE LEARNING CORPORATION
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PARTICIPATIVE LEADERSHIP

PROGRESS CHECK

Question 1.

Select the statement that correctly describes the general results of studies done on participative leadership.

a. Early experiments disclosed that a participative atmosphere produced better morale than an autocratic atmosphere.

b. Early experiments disclosed that a participative atmosphere reduced authority and eroded discipline.

c. Early experiments disclosed that a participative atmosphere increased leadership responsibilities and, as a result, generally reduced efficiency.

d. Early experiments disclosed that a participative atmosphere caused an increase in the friendliness and cooperation among the men and a subsequent decrease in discipline problems; leadership responsibilities were therefore lessened.

Question 2.

Select the statement which correctly identifies the effect participation may have on a group's resistance to change.

a. The use of participative leadership increases a group's resistance to change because the men often interpret the officer's participation as an interference.

b. The use of participative leadership has no effect on a group's resistance to change.

c. The use of participative leadership increases a group's resistance to change because individuals are less cooperative once they are given a degree of involvement in the decision-making policies that directly affect them.

d. The use of participative leadership reduces a group's resistance to change because it allows individuals to become involved in decision-making matters that directly concern them.

Question 3.

Select the situation that illustrates the use of participative leadership.

a. ENS Wolfe usually issued his orders in a very informal fashion. He rarely used his CPO, since he wanted to give his orders directly to the men.

b. LTJG Hollingsworth gave orders to his CPO and then tested the CPO to ensure his comprehension of the task. Once LTJG Hollingsworth was confident his CPO understood his orders, he normally remained in the background because he disliked interfering with his men once they were properly instructed and underway.

c. ENS Howard normally gave orders to his senior non-rated personnel. He did not regard the dissemination of instructions to the other men as one of his responsibilities. He did, however, work with his senior men to set up a responsive feedback communications network.

d. LTJG Nibbs tried, whenever possible, to arrange discussion groups with his men. He also tried to remain available for consultation and further clarification of his orders in case any unforeseen problems arose.

Question 4.

Select the statement that correctly describes how a leader must treat the suggestions of a subordinate in order to ensure successful participation.

a. A leader who employs participative leadership must try to discourage suggestions from, and lengthy discussions with his men in order to maintain discipline and authority.

b. A leader who uses participative leadership must be attentive to his followers' suggestions and reactions; he must make himself available and display sincerity and interest in handling problems that arise.

c. A leader who uses participative leadership should delegate enough authority to promote individual leadership capability among his men. This will enable each man to evaluate independently any problems that arise.

d. The manner in which a leader treats a subordinate's suggestions will have little or no effect on the degree of participation.

Question 5.

ENS Mailer was placed in charge of the ship's radio room. He immediately noticed that morale was very low and that the men weren't very interested in their work.

Select the action ENS Mailer should take to improve the situation described above.

a. ENS Mailer should use the first week as an observation period, and then select a committee to advise him on group problems.

b. ENS Mailer should participate in all aspects of the radio room operation, thereby making the men aware of his sincere efforts to improve the communication channels which are a means of expressing dissatisfaction.

c. ENS Mailer should use both punishment and an increased work load to impress the men with how important their unified participation is in meeting the performance goals of the radio room.

d. ENS Mailer should use rewards to encourage the men to participate.

Question 6.

Choose the situations which indicate that the leader should use participative leadership.

1) Some of ENS Palmer's engineroom crew are highly experienced; these men rarely need additional instructions in carrying out his commands.

2) LTJG Wilson has just taken charge of a newly formed special maintenance crew which will be responsible for maintaining an experimental test aircraft.

3) LTJG Simms is the skipper of a PBR. Athough he has no previous experience with PBRs, his crew is composed of experienced men selected from several other crews.

4) BM1 Salee has been temporarily placed in charge of a painting operation; his crew is composed of boatswain's mates, all of whom are junior to him.

a. 1 and 2

b. 3 and 4

c. 2 and 3

d. 1 and 4

Question 7.

Correctly identify the statement(s) which most accurately describe(s) the effects of participation when used by military leaders.

a. The use of participation will probably improve morale.

b. The use of participation creates a sense of belonging which bolsters group enthusiasm and may reinforce discipline.

c. The use of participation increases the men's sense of belonging and therefore generates enthusiasm.

d. All of the above

Question 8.

Identify the advantages accruing from the use of participative leadership.

1) Participative leadership improves morale.

2) Participative leadership develops leadership skills.

3) Participative leadership reduces a leader's responsibilities.

4) Participative leadership improves discipline.

a. 1 and 4

b. 3 and 4

c. 2 and 3

d. 1 and 2

Question 9.

During a severe electrical storm, the antenna on the radio shack was struck by lightning which started a fire in the ceiling. Marine LT Johnson, the Officer-in-Charge, evacuated the men immediately and removed the equipment from the structure. Choose the statement that correctly states the probable reason LT Johnson did not use participative leadership during the fire.

a. He avoided the use of participative leadership to impress the men with his ability to remain calm during a crisis.

b. He did not use participative leadership in order to keep the men from panicking.

c. He did not use participative leadership because there was a lack of time.

d. He did not use participative leadership because he wanted to impress his superiors with his ability to handle an emergency independently.

Question 10.

Select the statement which correctly explains why fear of failure on the part of a leader might prohibit the use of participation.

a. Often the leader himself is fearful of being punished by his superiors if he fails to complete a designated task because he used participation.

b. A leader normally is concerned with the negative effects of giving increased responsibility to his men.

c. A young leader or an experienced but insecure leader is fearful of using participation because he is afraid of losing control of the group or the situation.

d. Sometimes leaders are afraid of failing because they are not certain that their men will follow them.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Seven SEGMENT V

REMEDIATION TEXT Audio Script-VOL VII-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-5
2	d	Pages 4-5
3	d	Pages 5-7
4	b	pages 5-7
5	b	Pages 10-11
6	c	Pages 11-13
7	d	Pages 9-13
8	d	Pages 9-10
9	c	Page 13
10	c	Pages 14-15
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION
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PARTICIPATIVE LEADERSHIP

Throughout this part of the course, we have stressed the point that leadership style is influenced by the leader, by the group, and by the situation. We have discussed specific ways in which leader attributes and task-group situations affect a leader's style. Emphasis has been placed on a continuum of leadership style ranging from the task-oriented leader (authoritarian/autocratic style) to the relationship-oriented leader (democratic style). (Pause)

Now look at Item 1.

Three dimensions form the basis of the Fiedler contingency model; namely, leader position power, task structure, and leader/member relations. Evidence from the available research indicates that the leader/member relationship is the single most important dimension affecting the entire leadership process. According to studies, the members' perception of the leader is more important than the leader's power or the nature of the task or situation. In this final lesson concerning leadership behavior and style we will concentrate on the leader/member relationship, and seek to answer a number of important questions on the subject. What are the likely effects when the leader has the group participate in the leadership task, rather than merely supervising the group? Are there conditions wherein one style (participatory vs. supervisory) is preferable? Is there a danger that the participative leader may be too much considered the "Good Joe" and lose some of his effectiveness? A leader using participative leadership encourages and permits contributions to goals and suggestions as to how these goals can be reached. The motivating force behind the use of participative leadership is that people like to be asked their opinion; they like to feel like "somebody" and that their ideas and beliefs have some weight in the ultimate decision made.

Participative leadership means that the subordinates have the opportunity to offer suggestions, to have their say about matters concerning them, and to help themselves as well as the leader. From the viewpoint of decisionmaking, participative leadership includes having the subordinate discover the alternatives from which a choice can be made and a share in estimating the probable consequences of each alternative.

Whether or not the subordinates involved in participative leadership actually decide what will or will not be done depends on the situation. For instance, in an informal situation, such as planning a ship's dance, the subordinates could work out the details, decide what should be done and present their plan to the Captain. On the other hand, in situations involving the ship's operations, the Captain may ask for opinions and alternatives from his department heads. For example, the Captain would want the opinion of the Chief Engineer as to whether it would be more expedient to repair or replace a bilge pump.

Having received the opinion, the Captain would make the final decision. Common sense would suggest that democratic atmospheres produce better morale than autocratic. Early experiments have borne out this thought. There was less hostility, more cooperation, and greater friendliness among members in democratic groups. In 1962, Anderson and Fiedler studied the effects of participatory and supervisory leadership on group creativity. The subjects in this study were NROTC midshipmen at the University of Illinois. Ninety NROTC freshmen and sophomores served as subjects, while 30 NROTC seniors served as group leaders. The subjects were organized into four-man groups. In 15 of the groups, the leaders acted as chairmen, directed the group discussions, and contributed to the task solution. In the remaining 15 groups, the leaders acted only in a supervisory capacity. They directed and guided the group discussions, and, though allowed to encourage members or to reject ideas, they were prohibited from contributing to the solution of the task. It was found that the participatory leaders were significantly more influential and made more of a contribution to the overall group performance. Anderson and Fiedler concluded that the characteristics of a leader, specifically his personality attributes, become more effective and more highly relevant to group achievement when a leader practices participative leadership than when a highly formal structure prevails. (Pause)

This type of research has direct implications for the naval officer; i.e., the participatory style of leadership has influence on the performance of the group. Clearly, if improvement in group performace can be achieved through participative leadership, then this is the direction one should go. Suppose, for a moment, that within the platoon you head, there are one or two men who are naturally creative. You'll be able to identify the type. They're the ones who always seem to plan the platoon's informal activities and who take the lead in making collections when one of their shipmates needs a hand in an unforeseen emergency. These people react spontaneously if given the slightest encouragement. In a formally supervised atmosphere, where conformity rules and initiative on the part of a subordinate may be stifled, such resources of creative manpower rarely blossom. On the other hand, with a participatory style of leadership, there is the possibility that this initiative can be channeled into useful activity. The "Lucky Bag," for instance, might not be the respected and admired publication that it is, without participative leadership. More important, it has been found that, among those individuals and groups who tend to resist any change, granting a degree of participation in the decision making process concerning their work does a great deal toward eliminating the resistance to change, and, at the same time, helps to increase productivity in the group. You will have ample opportunity in the future to verify this principle for yourself. Though limitations in time and other factors may prevent you from continuously practicing participative leadership, you will find that the men will be far more responsive when they feel that they have been an effective part of the planning and organization, rather than merely the tools of execution in accomplishing a task. (Pause)

You should be aware that most of the research concerning participative leadership was conducted under laboratory conditions in civilian industrial settings. Certainly, shipboard life is unique and hardly similar to the laboratory conditions described above. Living and working together for many days under close interpersonal conditions was not a condition of the environment in which most of the studies were made. There is a degree of hazard in generalizing from the results of studies made in one setting to the practical shipboard situation. The situation itself is an important determiner of leadership style. The situation in civilian industry is certainly not the same as the situation aboard ship.

The Spector and Suttell study of CIC watch teams has been discussed. During this study, the performances of CIC watch teams, in strictly controlled settings, were compared for different styles of leadership. It would be much safer to extend the results of the Spector and Suttell study to other CIC situations than it would be to equate civilian industry activities to Navy shipboard activities. Though the principles of participative leadership have been generally verified in military environments, care is necessary in interpreting and applying the results of any research study. (Pause)

Now look at Item 2.

There are several facets of the use of participatory (versus supervisory) leadership that you must be aware of. First, a leader who decides upon a participative style must be genuinely attentive to the suggestions and reactions of his followers, rather than merely paying lip service to their advice. He must be sincere, show confidence in the men, and make himself available to receive feedback from them. This whole concept of participative leadership can be contagious. If it works between the Brigade Commander at the Academy and his regimental commanders, it will probably filter down through the chain. On the other hand, the leader who encourages participation and then ignores or denies it, will stand out like a sore thumb and risk confusion and loss of respect among the men. An effective leader seeks appropriate responsibility and develops a sense of responsibility among his subordinates. (Pause)

Let's suppose that you have the conn during a special mooring maneuver. You're nervous. The helmsman and the entire bridge watch are watching every move you make. A strong wind is setting you away from pier, and the tide and current are working against you. You will have to come in fast with lots of power and get in close to give the line handlers a chance.

You will also have to have quick response from the engineroom when you decide to kill headway with a backing bell. To make a good landing under these conditions you must be a bit bold and fearless. You realize too that, at any time now, the Captain could take the conn from you. In fact, it would be his duty to do so, if he felt that you were jeopardizing the ship. Even though he doesn't relieve you, he retains the full responsibility of his position throughout the maneuver. Permitting you to take the conn in the operation in no way weakens his authority, whether he practices a participatory or a supervisory style of leadership. Assume you make the landing successfully. When the Captain says, "Well done, Mr. Smith" you will probably be elated. You participated in a tricky shiphandling situation and you did it well! Certainly the favorable influence of participative leadership on morale is apparent in this example. (Pause)

Remember, that whatever the degree of participative leadership, responsibility always rests with the leader. (Pause)

We have learned throughout this part of the course that leadership style depends on the leader, follower, and the situation. These same factors must be considered when the leader decides to what degree he will practice participative leadership. There is a whole range of relations and thoughts which involve any leader and his subordinates. From the company officer's point of view, the confidence he has in his upperclassmen, his concern for their opportunities and motivation to demonstrate performance in decision-making tasks, the attitudes of the midshipmen with respect to assuming new responsibilities, and, of course, their competency--all of these require careful consideration. The nature of the situation and the time available in which to make a decision are key determinants in arriving at the appropriate degree of participative leadership. A good question to ask oneself is: What are the likely effects of participative leadership, other than the expectation that group performance may improve? (Pause)

In addition to probable improved group effectiveness, participative leadership can produce a number of intangible benefits which are quite important. An imaginary situation will help put these intangibles in proper perspective. Let's assume that you are a division officer aboard a destroyer on an extended overseas assignment. One of the first effects of your participative leadership will likely be an improvement in morale in your division. In the example a few moments ago, morale was boosted when the Captain permitted you to bring the ship alongside under difficult conditions. So will your senior petty officers get a boost in morale when you provide them with a feeling of increased importance to the division. Consider such things as the preparation of the Watch, Quarter and Station Bill, the proper structure of the sections within the division, the semi-annual evaluation marks, and improvements in the habitability of the living compartment. Why not allow the senior petty officers to participate actively in such matters in an atmosphere of sharing, rather than supervision? A second beneficial effect of your participative leadership is that you will help to inspire enthusiasm among your men. Enthusiasm is inspired through useful activity, and a senior petty officer who is eager to contribute can be a valuable asset if he is given frequent opportunity to contribute. Participative leadership gives him such a chance. Conversely, if the leader tries to do everything, the petty officer will probably become bored with inactivity and, if he's a chief, spend most of his working hours in the chief's quarters drinking coffee and playing "acey ducey." For every lazy chief, you can probably find a division officer who is uninspiring and does not delegate authority. The division officer who practices participative leadership helps to develop leadership skills in his subordinates. Early development of leadership skills is essential in the military, for it takes but a relatively short time for a serviceman to advance from the E-1 to the E-4 level. In the Navy, the petty officer 3rd class assumes leadership roles over non-rated personnel, and this early assumption of leadership responsibility requires that a division officer promote an atmosphere in which potential leadership skills can be developed. It is interesting to note that Navy personnel at the E-3 level are now required to pass a military leadership examination as a prerequisite to advancement from E-3 to E-4. Participative leadership strengthens communication channels and improves feedback to you. Remember that communication is a two-way street. If there is no reception, then one cannot claim effective communication has taken place. Should you, as a division officer, "turn off" your subordinates through too much close supervision, they will become uninterested, bored, restless, and inattentive. If you want them to be better "receivers," provide participative leadership when possible. As the communication channels within your division improve (the crew's responsiveness is a good indicator of the effectiveness of communication), you will be rewarded with constructive feedback. Improving your communications through participative leadership may provide you feedback that points to things wrong within your division that are readily correctable. It will probably also give you insights into the informal aspects of the division. (Pause)

Participative leadership allows the subordinates to display their full repertoire of skills and knowledge. There are always some naval leaders who never understand the full talents and resources of their men. During a World War II convoy, aboard a destroyer, one of the men on watch in the after engineroom detected a strange noise in the reduction gear housing. This was verified by the Chief-of-the-Watch, and a decision was made to stop the engine. The destroyer was able to keep up with the convoy by adding more turns to the other shaft, and the helmsman adjusted to this unbalanced thrust by compensating with the rudder. The engineering "bible" at that time was known as the MEI (Manual of Engineering Instructions). It clearly stated that reduction gear housings could not be lifted without prior permission from the Bureau of Ships. Here was a destroyer in dangerous U-boat-infested waters, helping to protect a convoy, and restricted to one engine! One machinist's mate (a petty officer 2nd class) calmly stepped forward and informed the Chief Engineer that he had inspected heavy gear assemblies many times and that he had the necessary skills to do this job. The Captain didn't hesitate to give the green light. A chain fall was rigged over the housing; the hold-down bolts were released; the casing was lifted; the gears were rolled with the aid of a jacking bar; some small loose debris was removed; lead points were taken for measurement of gear backlash; and the casing was lowered and reinstalled. Working slowly and deliberately, the crew took the necessary corrective action and the destroyer was able to continue on both engines. This story has two morals for the leader. One, it is important to know that participative leadership encourages the full utilization of the skills and knowledge of your subordinates who may have talents of which you are unaware. Second, your subordinates are apt to be more competent in some areas than you are. Navy petty officers graduate from special service schools where technical skills are taught. No one on board that destroyer, except the machinist's mate, had the competence to correct the problem of the noisy reduction gear. Participative leadership permits a subordinate, whose job competence in a particular area exceeds that of a superior, to function more harmoniously with his superiors. It is a natural consequence of participatory leadership that subordinates will feel more a part of the team and more likely to respond with extra effort in an emergency situation. Participatory leadership encourages the growth of individual self-concept, which coupled with the sense of belonging, helps to increase organizational loyalty. (Pause)

Until now, we've talked about the plus side or the benefits which can accrue to you, a junior officer, through sharing leadership with your senior petty officers. Yet, there are barriers to participatory leadership. Sometimes there just is not sufficient time for participation. The immediate decisions necessary in emergencies do not allow for preliminary discussion. For example, there was no time for participatory leadership when the Captain of the USS Maddox came under provocative attack by North Vietnamese PT boats in the Gulf of Tonkin in August, 1964. He could not afford to defer action while he conferred with his executive officer and department heads. Emergencies will not wait. (Pause)

You wouldn't expect subordinates to be anxious to participate in decisions which are contrary to their personal interests. The sailor who has looked forward to liberty call is not the most appropriate one with whom to discuss possible cancellation of liberty due to poor boating conditions. Subordinates might even get the idea that the leader is unable to make a decision, and this too is contrary to their best interests.

For example, when the USS New Jersey was diverted from her homeward bound mission following the shooting down of a Navy reconnaissance plane by North Korea in April, 1969, it would have been inappropriate for anyone aboard ship to have participated in the decision. No one is yet willing to say that given a set of conditions, an individual will behave in a certain manner. You can see how this ties in with the leadership-followership relations. No leader can always provide motivation for all of his subordinates. There are bound to be a few individuals who just do not wish to participate in the activities of the group. The root cause might be the leader, the follower, the leader-follower interpersonal relationship, or the situation. Don't be too discouraged if you are unable to motivate everybody in your division. Even at high levels of command, not everyone wants to participate all the time. (Pause)

If a leader is unsure of himself, he is apt to prefer a supervisory role. This doesn't mean the extreme position of: "When in danger, when in doubt, run in circles, scream, and shout 'Relieve the watch!'" Rather, it implies that when an inexperienced leader has a fear of failing in some endeavor, he has a tendency to keep control rather than face possible loss of control through participative leadership. The midshipman newly appointed Brigade Commander may temporarily display such tendencies until he becomes accustomed to his new duties and responsibilities. If the leader is experienced, he may have had some previous failure in his background which resulted from participative leadership. Such a situation could influence his thinking in future occasions which are similar in nature to the one which resulted in failure. "It won't happen again" is the expression which most probably occurs to such personalities. (Pause)

Each leader should strive to be so effective that upon reassignment he can answer affirmatively: "Are the men I have just left, better men for my having served with them?"

SUMMARY: In this lesson, we discussed the pros and cons of participatory leadership. Research studies generally support the view that group performance improves under conditions of participatory leadership. This is due in large degree to the fact that morale is better, which produces a friendlier, less hostile and more competitive group. The natural consequence is a more effective leader who complements in every way the performance of his group. We examined general and specific considerations related to the effects of the participative style and concluded with some of its practical limitations, the most significant of which is the nature of the leadership situation.

This is the end of Part Seven, Segment V.

PROGRAM FRAME ANSWERS

PART SEVEN

Segments I, II, III, IV, & V

PROGRAM FRAME ANSWERS

PART Seven SEGMENT I TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	b
3	c
4	b
5	d
6	c
7	c
8	d
9	d
10	c
11	c

PROGRAM FRAME ANSWERS

PART Seven SEGMENT II TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	a-2 b-1
2	a
3	c
4	c
5	b
6	d
7	c
8	d
9	b
10	c
11	c
12	b
13	d
14	b
15	c
16	c
17	b
18	a

PROGRAM FRAME ANSWERS

PART Seven SEGMENT III TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	d
3	b
4	c
5	d
6	a
7	a
8	d
9	c
10	d
11	b
12	d
13	c
14	d

PROGRAM FRAME ANSWERS

PART Seven SEGMENT IV TYPE Audio Script PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	d
3	d
4	c
5	c
6	d
7	d
8	c
9	b
10	b
11	c
12	b
13	d

PROGRAM FRAME ANSWERS

PART Seven SEGMENT V TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	d
2	d
3	b
4	c
5	b
6	c
7	a
8	d
9	d
10	a
11	c
12	d
13	b